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July 1974 Volume 9 Number 7

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Volume 9 Number 7 July 1974

Research in Education

ED 087 849–088 987

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Introduction

Research in Education is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely educational research reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.

DOCUMENT SECTION

SAMPLE ENTRY

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable). *

ED 013 371 **64** **AA 000 223**

Clearinghouse accession number.

Author(s).

Norberg, Kenneth D.

Title.

Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Organization where document originated.

Sacramento State Coll., Calif.
Spons Agency—USOE Bur. of Research
Report No.—NDEA-VIIB-449

Report Number and/or Bureau Number—assigned by originator.

Date published.

Pub Date—15 Apr 66

Contract—OEC-4-16-023

Contract or Grant Number—contract numbers have OEC prefixes; grant numbers have OEG prefixes.

Note—129 p; Speech given before the 22nd National Conference on Higher Education, Chicago, Ill., 7 Mar 66.

Available from—Indiana University Press, 10th and Morton St., Bloomington, Indiana 47401 ($2.95)

Alternate source for obtaining documents.

EDRS Price MF-$0.65 HC-$6.58

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS" other sources are cited above.

Descriptive Note.

Descriptors—*Bibliographies, *Communication (thought transfer), *Perception, *Pictorial Stimuli, *Symbolic Language, Instructional Technology, Visual Stimuli.

Descriptors—subject terms which characterize substantive contents. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—Stanford Binet Test, Wechsler Intelligence Scale; Lisp 1.5; Cupertino Union School District.

Identifiers — additional identifying terms not found in the **Thesaurus of ERIC Descriptors.**

The field of analogic, or iconic, signs was explored to (1) develop an annotated bibliography and (2) prepare an analysis of the subject area. The scope of the study was limited to only those components of messages, instructional materials, and communicative stimuli that can be described properly as iconic. The author based the study on a definition of an iconic sign as one that looks like the thing it represents. The bibliography was intended to be representative and reasonably comprehensive and to give emphasis to current research. The analysis explored the nature of iconic signs as reflected in the literature and research. (AL)

Informative Abstract.

Abstractor's initials.

***The key to these codes is as follows:**

Code	*Description*	*Code*	*Description*
08	Adult and Vocational Education, Public Law 88–210	52	Library Research and Development, Public Law 89–320, Title II, Part B
16	Captioned Films for the Deaf, Public Law 85–905	56	New Educational Media, Public Law 85–864, Title VII, Part A
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40	Handicapped Children and Youth, Public Law 88–164	80	State Educational Agencies Experimental Activities, Public Law 89–10, Title V. Section 505
48	Language Development, Public Law 85–864, Title VI	88	Supplementary Centers and Services, Public Law 88–10, Title III
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Document Résumés

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number.

Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

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CE

ED 087 849 CE 000 298

Teng, Jaan

Towards 3000: The Dynamics of Future Post-Secondary Education.

Sir Sandford Fleming Coll., Peterborough (Ontario). Educational Resource Centre.

Pub Date 73

Note—66p.

EDRS Price MF-$0.75 HC-$3.15

Descriptors—*Conceptual Schemes, *Educational Philosophy, *Educational Theories, Models, Physics, *Post Secondary Education, Systems Analysis, *Systems Approach, Systems Concepts, Systems Development, Thermodynamics

Identifiers—*Entropy (Educational)

This document presents a systems theory approach to post-secondary education. Terms such as entropy, energy, and "essergy" together with the laws of thermodynamics are applied to educational concepts. A philosophical approach with interspersed quotations from Hegel, Korzybski, and Adelman is used to design a new educational paradigm based upon "Kuhn's Structure of Scientific Revolution." The sections of the document outline the dynamics of education, the three basic needs of man, a systematic approach to a systems approach, educational systems and general systems theory, adoption of a new paradigm, the cost benefit model, energy, entropy, the second law of thermodynamics "essergy," objections and alternatives to a general systems theory approach (to education), personal entropy minimization, individual versus collective entropy reduction, education for the future, and evolution and education. The document includes flow charts, diagrams, and mathematical formulas, together with a 47-item bibliography. (KP)

ED 087 850 CE 000 445

McCue, Raymond A.

A Comparison of Lecture-Discussion and Individualized Instruction Methods for the Preparation of Teachers of Cooperative Vocational Education.

Pub Date Dec 73

Note—128p.; Ed.D. Dissertation, University of Missouri, Columbia

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (MF $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—Academic Achievement, *Comparative Analysis, *Cooperative Education, Discussion (Teaching Technique), Doctoral Theses, Individualized Instruction, Lecture, *Teacher Education, *Teaching Methods, *Vocational Education Teachers

The study sought to determine whether or not the performance of students varied significantly when taught by two criterion referenced individualized instruction approaches, the traditional lecture-discussion approach, and a modified lecture-discussion approach. It was limited to 66 vocational teacher education students in the Department of Practical Arts and Vocational-Technical Education at the University of Missouri-Columbia during the winter semester of 1973. Thirty-four students were assigned to the individualized instruction groups and 32 students to the lecture-discussion groups. On the basis of data gathered through the administration of a cognitive criterion referenced test to the four treatment groups, it was concluded that the achievement of students who experienced the individualized instruction module was significantly higher than of those who experienced lecture-discussion treatments. It was also concluded that exposing students to specifically written enabling objectives which are prerequisite to the terminal performance objective will result in a greater proportion of students who can master the enabling objectives and attain the criterion standard. (AG)

ED 087 851 CE 000 473

Kelleher, Carol H., Comp.

Second Careers: A Selected Bibliography.

National Council on the Aging, Inc., Washington, D.C.

Pub Date Mar 73

Note—15p.

EDRS Price MF-$0.75 HC-$1.50

Descriptors—*Annotated Bibliographies, *Career Change, *Career Opportunities, Career Planning, Occupational Choice, *Older Adults, *Retirement

Identifiers—Multiple Careers

The 50-item bibliography consists of annotated selections divided into these sections: mid-career change, retiring military personnel, post-retirement careers, and guides and manuals and other practical information. The section on mid-career change covers voluntary career switches by people wishing to alter the focus of their working life, as well as changes that are forced on an individual by the decline of an industry or by early retirement from a civilian or military career. Included under post-retirement are new careers begun by retirees bored with inactivity or by older persons who find pensions inadequate and need the additional income from wages. Volunteer work after retirement is also treated as a second career. Literature is included that discusses both men and women who seek second careers during their working life, without any sex differentiation. The topic of women who take outside jobs after a lengthy period of child-rearing is dealt with only incidentally. Some works with practical information for those persons seeking to change occupations or to start a business are also listed. (Author/SC)

ED 087 852 CE 000 474

Curtiss, Paul R. Warren, Phillip W.

The Dynamics of Life Skills Coaching. Life Skills Series.

Saskatchewan NewStart, Inc., Prince Albert.

Spons Agency—Training Research and Development Station, Prince Albert (Saskatchewan).

Pub Date Mar 74

Note—261p.; This document contains 249 leaves, some of which are 11 inches wide by 8 1/2 inches high and require two microfiche frames

EDRS Price MF-$0.75 HC-$12.60

Descriptors—Behavior Problems, *Coaching Teachers, *Decision Making, Disadvantaged Groups, Evaluation, Group Dynamics, *Maturation, *Personal Growth, *Problem Solving, Self Actualization, Teacher Education, Trainers

Identifiers—*Life Skills

This book is to be used in a Life Skills Coach Training course. Life skills are defined as problem-solving behaviors appropriately and responsibly used in the management of personal affairs. They apply to the following areas of responsibility: self, family, leisure, community, and job. A course aimed at training people in the life skills implies that such skills are identifiable and describable, that some people already have these skills and can demonstrate them, that others can imitate and apply them. Much of the activity in a life skills course takes place in a learning group composed of about ten students and their learning guide, called a coach. During the course students participate in about 60 lessons which provide pre-planned experiences to which students apply problem-solving techniques. Three process dimensions are involved: student response to content, student use of group, and problem-solving. The lesson model has five phases which suggest the approach used by the coach in presenting the lesson: stimulus, evocation, objective/inquiry/ skills preparation, application, and evaluation. (Bibliographies are included.) (MS)

ED 087 853 CE 000 686

Morgan, Margaret K., Ed. Filson, Dolores, Ed.

Whither Education for Health Care Delivery. A Florida Approach.

Florida Univ., Gainesville. Center for Allied Health Instructional Personnel.

Pub Date Sep 73

Note—156p.; Proceedings of a conference held May 3-4, 1973
Available from—Center for Allied Health Instructional Personnel, Norman Hall, Univ. of Florida, Gainesville, Florida 32611 ($3.00; 25 or more, $2.75)
EDRS Price MF-$0.75 HC Not Available from EDRS.
Descriptors—Community Colleges, Conference Reports, *Health Occupations, *Health Occupations Education, *Health Personnel, *Interinstitutional Cooperation, Universities

The conference summarized in this monograph grew out of two expressed concerns of health care personnel educators: their desire for more information about future trends in health care delivery, and their desire for better articulation of the various levels of programs preparing health related personnel. Papers presented include these: Future Trends in Health Care Delivery, by Joseph Hamburg; Health Maintenance: Uncharted Territories for Health Professions, by J. Warren Perry; Some Future Directions in Health Manpower in Florida, by Edmund F. Ackell; Selection of Health Manpower: One Possible Solution, by Mary H. McCaulley and Margaret K. Morgan; The Allied Health Curriculum: Where Does It Start and Where Does It Stop? by Moses S. Koch; and Health Care Delivery and Education for Health Careers: A Complex Relationship, by Robert E. Kinsinger. Several papers and discussions center around community college-university cooperative efforts. A summary of problems, issues, and concerns is also presented. (SC)

ED 087 854 CE 000 832
Ginzberg, Eli
Strategies for Educational Reform. Distinguished Lecture Series No. 1.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.; Ohio State Univ., Columbus. Graduate School.
Pub Date [73]
Note—17p.; A lecture presented at Ohio State University
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Educational Assessment, Educational Change, *Educational Development, Educational Improvement, Educational Needs, *Educational Objectives, Educational Policy, Educational Strategies, *Evaluation Criteria, *Speeches

If freedom of inquiry is a first criterion for assessing the educational undertaking from the vantage of a human resources approach, the second is understanding the varieties of human potential. Yet, except for athletic activity, American schools have concentrated almost exclusively on the development of cognitive skills. Our schools are belated in their efforts to identify, train, and reward young people with potentials for superior performance in nonacademic, nonathletic pursuits. A third criterion relates the educational system to the contribution it makes to increasing opportunities for self-development and career progression, and a fourth criterion relates to the resources invested in education and the effective utilization of those resources. There should be general unease with the present situation because many students are bored and drop out, many students are the victims of inferior education, and increased educational expenditures are commonly opposed. There is also disagreement as to the role the school should play in transforming society. The new strategies to meet these criteria consist of nurturing children's natural curiosity, easing the transition from home to school, encouraging more State responsibility for the pupils' level of competence, linking school and the world of work, and making continuing education more attractive and accessible. (AG)

ED 087 855 95 CE 000 901
Hugueley, James E.
SPAN: An Accelerated Project for a Systems Program Approaching Non-unemployment of Vocational Students. Final Report.
Memphis City School System, Tenn.
Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
Bureau No—V061115B
Pub Date 31 Aug 73
Grant—OEG-0-70-5181(361)
Note—273p.
EDRS Price MF-$0.75 HC-$12.60
Descriptors—Career Education, Job Placement, Occupational Clusters, *Occupational Guidance, Pilot Projects, Program Content, *Program Descriptions, Program Development, *Program Evaluation, Relevance (Education), Self Actualization, Systems Approach, Tables (Data), Teacher Developed Materials, *Vocational Education
Identifiers—SPAN, *Systems Program Approaching Nonunemployment

The objectives of the Systems Program Approaching Non-unemployment (SPAN) project, during the period covered by this report (1970-73), were to develop a comprehensive and continuing program (K-14) of occupational guidance information and techniques to ensure that the maximum number of young people entered vocational programs, to bridge the gap from school to work, to increase the relevance of educational programs to the world of work, to develop within the students more positive attitudes towards themselves, their education, their occupational goals and the world of work. At the elementary level, teachers developed films, learning packets, games, and other career-oriented materials which will continue to be used throughout the school district. At the junior high school level, the emphasis was on exploration of the fifteen career clusters, while at the high school level, the greatest effort was expended on career focus and placement. It was felt that the project successfully realized the objectives set out, and it will be continued and expanded throughout the Memphis school system. Of the ten appendixes the principal one is a 138-page comprehensive evaluation of the project. (SA)

ED 087 856 CE 000 908
Kooi, Beverly Y.
Planning and Measurement in School to Work Transition.
National Inst. of Education (DHEW), Washington, D.C.
Pub Date 29 Nov 72
Note—65p.
EDRS Price MF-$0.75 HC-$3.15
Descriptors—Career Education, Demonstration Programs, Educational Development, *Educational Programs, Educational Research, *Measurement, Measurement Goals, *Measurement Techniques, *Models, Research Methodology, Systems Analysis, Systems Approach, *Vocational Adjustment
Identifiers—*National Institute of Education, NIE, NIE Archives

An analysis, development, and research (ADR) approach for planning educational research and development programs was used as a model for planning the National Institute of Education's School-To-Work Transition Program. The ADR model is system oriented and utilizes an iterative approach in which research questions are raised as others are answered. Four levels of analyses (further definition of NIE program goals to include specific behaviors, definition of direct treatments to achieve goals, test treatments in a work situation, and adjust treatments after populations and contexts of program operation are analyzed) are combined in a fifth level where a complete program is presented. Answers to questions left unanswered by the model in the school-to-work context were sought using measures in six areas: identifying and monitoring changes in the societal problem (using existing surveys); collecting data for hypothesis generation (using existing longitudinal studies); identifying and legitimizing desired outcomes (using an appropriate existing set of objectives); identifying and screening entering populations; ensuring integrity and replicability of treatments for individuals and institutions; and determining achievement of student outcomes and transfering control of evaluation to the students themselves. (Additional relevant materials are contained in appendixes.) (AG)

ED 087 857 CE 000 911
Parkway Program.
Philadelphia School District, Pa.
Pub Date Jan 73
Note—27p.
EDRS Price MF-$0.75 HC-$1.85
Descriptors—Alternative Schools, Educational Finance, Educational Programs, *High Schools, High School Students, *Program Descriptions, Program Evaluation, *Public Schools, Teacher Selection
Identifiers—*Parkway Program

The Parkway Program is the name of a public alternative coeducational high school program for grades 9-12 in Philadelphia. Since student applicants from the entire city exceed openings, they are chosen by lottery, and the result is a wide variation of backgrounds and abilities in the student population. The program, begun in 1969, is committed to operate at a cost equal to, or less than, that required to run a traditional school for a comparable number of students. The program has only administrative headquarters—the city is the classroom, as the students determine their goals in making school experience relevant to their life in the community. Free access to public transportation enables students to reach their classes. Staff members volunteer for the program and are selected by a committee of Parkway teachers, students, parents, administrators, and community resource people. Originally funded by a Ford Foundation planning grant, the Program is now funded by the School District of Philadelphia. Presently the Program is organized in four 200-student units and offers between 100 and 200 courses. Three types of learning situations are available: faculty offerings, institutional offerings, and tutorial. Evaluation of the Program is continuous. (AG)

ED 087 858 CE 000 931
A Cumulative AAEC Bibliography. [Appalachian Adult Education Center.] Special Issue.
Morehead State Univ., Ky. Appalachian Adult Education Center.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 1 Jun 73
Grant—OEG-0-71-4410(324); OEG-0-72-2523
Note—13p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Adult Basic Education, Adult Educators, *Annotated Bibliographies, Curriculum, Disadvantaged Groups, Flexible Facilities, Guidance Counseling, Home Instruction, Instructional Materials, Interagency Coordination, Mass Media, Paraprofessional School Personnel, Public Libraries, Rural Dropouts, *Rural Education, Teacher Education

The Appalachian Adult Education Center (AAEC) is a practical assistance center for improving practices in adult basic education, carrying out research, training, and demonstrations in a thirteen-state region. In its dissemination of findings, the Center publishes limited numbers of materials for adult education practitioners; this is an annotated listing of materials published since its establishment in 1967. Over half of the 149 titles reflect four of the major components of the Center's work: adult basic education, the ABE teacher, ABE and public libraries, and the AAEC itself. Other topics covered are: methods of recruitment and retention; means of delivery including the use of community schools for centers, mobile units, home delivery, and media backup; curriculum and materials; and the guidance and counseling of adult students, including a handbook of services and a report on the use of paraprofessional aides. Many of the materials, especially in the sections on Appalachia, aging, and follow-up, are out-of-print. Two works on evaluation of adult student progress are listed. (Author/AJ)

ED 087 859 CE 000 938
Porter, Lyman W. Stone, Eugene F.
Job Characteristics and Job Attitudes: A Multivariate Study.
California Univ., Irvine. Graduate School of Administration.
Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.
Report No—TR-23
Pub Date Nov 73
Note—35p.; Pages 3, 5 and 6 will not reproduce clearly
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*Discriminant Analysis, *Job Analysis, Job Satisfaction, Motivation, Organizational Climate, Research Projects, Telephone Communications Industry, *Work Attitudes

Attitude data were obtained from 556 employees in a western telephone company. Respondents held one of sixteen "craft" jobs in the department selected for study. Multiple discriminant function analysis was performed using sixteen groups formed on the basis of subjects' job titles. Variables used in this primary analysis included job satisfaction, organizational commitment, motivational force, and sources of organizational

attachment. Discriminatory power for the sixteen group solution was 0.65. A secondary analysis was performed in which discriminant function means were related to means of jobs on several job characteristics variables. These two analyses, viewed jointly, suggest that the relatively high discriminatory power achieved in the primary analysis may have been a function of job scope/job attitude relationships demonstrated in the secondary analysis. (Author)

ED 087 860 CE 000 940

Herr, Edwin L., Ed.

Vocational Guidance and Human Development.

National Vocational Guidance Association, Washington, D.C.

Pub Date 74

Note—606p.

Available from—Houghton Mifflin Company, 110 Tremont St., Boston, Mass. 02108 ($10.75)

Document Not Available from EDRS.

Descriptors—*Career Education, Career Planning, Counselor Training, Disadvantaged Groups, Economic Development, Environmental Influences, Family (Sociological Unit), Foreign Countries, Futures (of Society), Handicapped, *Human Development, Minority Groups, *Occupational Guidance, Social Change, Technology, Urbanization, Vocational Counseling, Working Women

Identifiers—Career Development

New knowledge and practices in the area of vocational guidance and human growth and development that have occurred since 1964 as well as future directions for guidance, both nationally and internationally, are covered in this second volume of a decennial volume series sponsored by the National Vocational Guidance Association to up-date the profession and the public on a systematic basis. This volume clarifies some of the relationships between vocational guidance and its changing contexts and reinforces its emerging role in human development across national boundaries. Part One compares the status of vocational guidance in America with the characteristics of such processes in selected nations in Europe and Asia while Part Two focuses on early 1970's implications for individual choice in such factors as urbanization, social structure, economic enterprise, work, family, and the educational structure. Current theory and research pertinent to career development, life-staging phenomena, and models of vocational maturity are described in Part Three. Part Four covers assessment; career planning; planned utilization and change of environments; media and systems technology; vocational guidance for girls and women, disadvantaged, minority and handicapped; professional preparation. The concluding part focuses on the growing international picture as well as dimensions of the future decade. (EA)

ED 087 861 CE 000 945

Hammond, Robert R. And Others

An Evaluation of the Effects of a Planned Career Education Program for Grades 7, 8, 9, and 10 in a Rural Area.

Maine State Dept. of Educational and Cultural Services, Augusta. Vocational Education Research Coordinating Unit.; School Administrative District 37, Harrington, Maine.

Report No—RD-Ser-C-71-2

Pub Date May 73

Note—65p.

EDRS Price MF-$0.75 HC-$3.15

Descriptors—*Career Education, *Educational Programs, *Intermediate Grades, Program Content, Program Effectiveness, Program Evaluation, Rural Areas, *Rural Education, Rural Youth, *Secondary Grades

Identifiers—*Maine

The purpose of a planned career education program was to provide rural students in grades seven through ten a variety of experiences and knowledges which would form a basis for future educational and occupational choices. The program explores occupational models in the home, family, and local community; occupational choices available in the State and region; attitudes, interests, and ability levels of the student; and occupations that require further education and training. Students at the grade levels mentioned in Maine School Administrative District #37 comprised the study's sample population. They were asked to complete the Occupational Knowledge Test and a Personal Data Sheet. Results were tabulated for the questions: (1) Is the student able to identify several occupations and their importance to his career plans? (2) Is he able to define several occupations and describe the nature of the work involved? (3) Does he know the qualifications for several occupations and can he list the training needed for entrance? (4) Is the student able to relate occupational knowledge to the study of an occupation in an objective style? (5) Do sex differences influence student occupational knowledge? and (6) Is intelligence a factor in limiting or increasing occupational knowledge? (AG)

ED 087 862 CE 000 947

Bowden, Shirley

Expressed Willingness and Competence of Home Economics Teachers to Instruct Occupational Classes.

California State Univ., Fresno. Dept. of Home Economics.

Spons Agency—California State Dept. of Education, Sacramento. Div. of Vocational Education.

Pub Date 72

Note—102p.

EDRS Price MF-$0.75 HC-$5.40

Descriptors—Data Analysis, *Home Economics Teachers, *Occupational Surveys, Personal Values, Questionnaires, *Teacher Attitudes, Teacher Characteristics, *Vocational Education, *Work Attitudes, Work Experience

A questionnaire and Super's Work Values Inventory were mailed to all teachers of home economics in junior and senior high schools and community colleges in five central California counties to investigate their expressed willingness and competence to offer occupational classes. It was also desired to determine any relationship between willingness and competence, and between either of those variables and educational preparation, work experience outside of teaching home economics-related occupations, work values, and other personal and professional characteristics. Of the 78 percent response used in data analysis, about half of the teachers were 34 years of age or younger, almost 80 percent were married, and most reported the bachelor's as their highest degree. All were women and most were fairly new to home economics teaching. Eighty-two percent reported work experience other than teaching home economics-related occupations, 49 percent in food service occupations. Responses indicated that about 30 percent would be very willing and about another 40 percent fairly willing to teach an occupational class because of the student employment opportunities. The degree of competency felt by the teachers varied with the occupational area; food service, child care, and clothing services ranking highest. (A five-page bibliography and the questionnaire are included.) (AG)

ED 087 863 CE 000 951

Technical Education: Careers Unlimited. Proceedings of The National Clinic on Technical Education (9th, Fort Worth, Texas, March 15-17, 1972).

American Technical Education Association, Inc., Delmar, N.Y.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date Mar 72

Note—255p.

EDRS Price MF-$0.75 HC-$12.60

Descriptors—Accreditation (Institutions), *Career Education, *Conferences, Disadvantaged Youth, Environmental Technicians, Federal Legislation, Health Occupations Education, Instructional Materials, Law Enforcement, Post Secondary Education, Professional Training, School Community Relationship, School Industry Relationship, Secondary Education, *Speeches, *Technical Education, Vocational Directors, *Vocational Education

The Proceedings, attended by more than 400 technical educators from 42 States and two foreign countries, reflected various topics and information relative to the Clinic's theme. The speeches should assist technical educators and administrators at all post-secondary levels in the preparation of future manpower needs in technical education. The titles of the speeches were: Technical Education--Careers Unlimited (Robert M. Worthington), Articulating Career Programs--Secondary/Post-Secondary (Theodore A. Kosehler), Articulating Career Programs--School/Community (Jimmie C. Styles), Articulating Career Programs--Health Agencies/School (Roger Smith), Professional Development for Technical Education Personnel (Jerry Dobrovolny), New Materials for Technical Teachers (Maurice Roney), Technical Education for the Disadvantaged (Reby Cary), Administration of Dental Programs at the Post-Secondary Level (Thomas A. McDermott), Law Enforcement Programs (Denny Pace), Technicians for Environmental Control (Walter Brooking), Industry Speaks Out (John L. Cockrell), Accountability in Technical Education (Edwin L. Kurth), Accreditation and Technical Education (Barry L. Mellinger), and Development of Human Potential--A National Responsibility (Jim Wright). The appendix provides the minutes of the Association's business meeting, the program, and related information. (AG)

ED 087 864 CE 000 952

A Survey of the Effectiveness of Current Vocational, Technical and Adult Educational Training Programs for the Vocationally Handicapped in Wisconsin. Final Report.

Developmental Behavior Associates, Madison, Wis.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison. Research Coordinating Unit.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 71

Note—81p.

EDRS Price MF-$0.75 HC-$4.20

Descriptors—Adult Education, Employer Attitudes, *Handicapped Students, *Program Effectiveness, *Program Evaluation, Questionnaires, Student Needs, Surveys, Tables (Data), Technical Education, *Vocational Adjustment, Vocational Education, *Vocational Schools

Identifiers—Wisconsin

Through the use of questionnaires and interviews, handicapped students and graduates, teachers and employers were surveyed to determine how effective they found vocational schools to be in meeting the vocational adjustment needs of handicapped students. While results of the survey indicate that students were generally satisfied with their programs, certain components were seen as needing greater emphasis. Both students and teachers would increase job information provided for students, give them more opportunity for actual on-the job experience and provide an active placement and follow-up service. Teachers would emphasize speaking, reading and writing as essential components to any skill training. Teachers would also offer credit for work experience and provide more time in programs oriented toward individualized attention. Employers would like to see more emphasis on work related behaviors and interpersonal skills. (Author/DS)

ED 087 865 CE 000 955

Program Self-Review Procedures. Ohio Program Review for Improvement, Development, and Expansion in Vocational Education.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date 70

Note—25p.

EDRS Price MF-$0.75 HC-$1.85

Descriptors—Decision Making, Educational Objectives, Educational Planning, Program Development, *Program Evaluation, *Program Planning, *Review (Reexamination), *Statewide Planning, *Vocational Education

Identifiers—*Ohio

The Ohio Program Review for Improvement, Development, and Expansion (PRIDE) in Vocational Education is a comprehensive program review system designed to define, secure, and provide useful information relative to selected vocational education objectives. This document was designed to assist the local vocational education personnel in planning and conducting the self-review activity for individual instructional programs. The steps in the instructional program self-review process are discussed under the headings: preparing for the self-review, program self-review committee, program review guide, local adaptation of program review guides, program review procedures, and the program review report. A suggested report outline for self-review instructional program (Administration and Guidance) together with a suggested report out-

line for program review for the Vocational Education Planning District are appended to the report. This document should be used in conjunction with CE 000 562 which is the outline of the basic PRIDE Program in Ohio. (KP)

ED 087 866 CE 000 956

Felstehausen, Joyce L. And Others

Followup Report on Illinois "Class of '71" Occupational Program Alumni. Final Report.

Eastern Illinois Univ., Charleston. Center for Educational Studies.

Spons Agency—Illinois Research and Development Coordinating Unit, Springfield.

Report No—RDC-A2-079

Pub Date Jun 73

Note—244p.; This document contains 199 leaves, many of which are 11 inches wide by 8 1/2 inches high and require two microfiche frames

EDRS Price MF-$0.75 HC-$11.40

Descriptors—Career Choice, Career Education, Data Analysis, *Educational Programs, Employment Experience, Entry Workers, Followup Studies, *High School Graduates, Job Skills, *Program Effectiveness, *Program Evaluation, Questionnaires, *Vocational Education, Vocational Followup

Identifiers—*Illinois

The follow-up study evaluating the effectiveness of occupational education programs in Illinois focused on six principal dimensions: the basis on which occupational decisions were made; the post-high school status of occupational program completers; employment experience of program completers; alumni assessments of program helpfulness and recommendations for program improvement; employer/supervisor appraisals of employee preparation for employment; and entry level personal qualities and job skills considered important for employment. Findings, reported by program areas, varied according to program. Occupational program alumni from 102 Illinois high schools provided questionnaire data. The 5,203 usable responses constituted 46.4 percent of the total number sent and 9 percent of the total number of Illinois 1971 program completions. Another 2,651 responses were obtained from employers of alumni. Among the several recommendations for improving the followup system are: develop better identification of occupational programs and standardization of terms; appropriate funds for additional software; make the data available at appropriate times; discover new ways to relate subsequent employment to training taken; increase emphasis on career education; provide school district placement services; reevaluate evaluative criteria; and base programs on job analysis. (Statistical tables are included.) (AG)

ED 087 867 CE 000 957

Allred, Marcus D. Myers, Christine F.

Manpower Information Manual. A Manual for Local Planning.

North Carolina State Board of Education, Raleigh. Occupational Information Center.

Pub Date Jun 73

Note—266p.; This document contains 234 leaves, some of which are 11 inches wide by 8 1/2 inches high and require two microfiche frames

EDRS Price MF-$0.75 HC-$12.60

Descriptors—Community Colleges, *Community Surveys, Curriculum Evaluation, Curriculum Planning, *Data Collection, Graduate Surveys, Information Processing, Information Seeking, Information Systems, Job Skills, *Manpower Needs, Models, Occupational Aspiration, Occupational Surveys, Research Methodology, Vocational Counseling, *Vocational Education, Vocational Training Centers

The step-by-step procedures contained in this manual are intended to develop a simple information system that can be used to collect and process the best possible factual data on the manpower needs of the community served by an educational institution, so that long-range planning of vocational curriculum and guidance can be based on what the jobs are and in what number. Methods and formats for obtaining and relating three types of information (skills needed by the local economy, skills produced by an institution, and student career aspirations) through mail and telephone surveys comprise three-quarters of the manual; appended are: the statistical procedure used to develop confidence intervals, formulas for calculating replacement rates and figures in projecting employment needs, a method of measuring the representation of survey responses, and an abbreviated Directory of Occupational Titles. Part II of the document is a model for a plan prepared at the local level based on the collected manpower information, illustrating "outcome oriented" planning, utilizing output, results, and benefits as a basis for determining the direction the institution should follow. (AJ)

ED 087 868 CE 000 958

Lark, Floyd J. And Others

A Career Development Program in Agricultural Occupations for Advantaged and Less Advantaged Rural Youth.

Oklahoma State Univ., Stillwater. Dept. of Agricultural Education.

Spons Agency—Oklahoma State Dept. of Vocational and Technical Education, Stillwater.

Pub Date 73

Note—49p.

EDRS Price MF-$0.75 HC-$1.85

Descriptors—Ability Identification, Affluent Youth, *Agricultural Occupations, Career Opportunities, Decision Making, Disadvantaged Youth, *Educational Programs, Occupational Clusters, *Occupational Guidance, Personal Growth, *Program Development, *Rural Youth, Self Concept, Units of Study (Subject Fields), Vocational Development

Identifiers—*Career Development

This document provides a summary of the results of the effort begun in the fall of 1971 by the Agricultural Education Department of Oklahoma State University to organize a career development program for advantaged and less advantaged rural youth. It was designed to increase the awareness of rural youth to career opportunities, to their own abilities, interests and other characteristics in relation to careers, and to the decision-making process leading to the choice of a career. A summary of the program is outlined in terms of general unit development, specific occupation unit development, and the development of self-discovery and decision-making units. Related publications are listed. Appendixes comprise three fourths of the document and include the self-discovery unit, the agricultural occupations cluster units (agricultural supplies/services), and a unit for a specific occupation within the agricultural supplies/services unit (agricultural sales clerk). (KP)

ED 087 869 CE 000 959

Fadale, LaVerna M. And Others

Career Education Concept Inventory.

State Univ. of New York, Ithaca. Cornell Inst. for Research and Development in Occupational Education.

Report No—Pub-74-3

Pub Date [74]

Note—19p.

EDRS Price MF-$0.75 HC-$1.50

Descriptors—*Career Education, *Concept Formation, Measurement Instruments, *Test Construction, Test Reliability, Test Validity

Identifiers—Career Education Concept Inventory

The purpose of this document was to present the development and validation of an instrument to be utilized by local inservice education coordinators in the evaluation of career education inservice training programs. It is proposed that the instrument, the Career Education Concept Inventory (CECI), can be used to provide a measure of understandings and attitudes held by professional education personnel as a means of determining benchmark information necessary for program planning. It is suggested that the CECI may also be used in a pre- and posttest design thereby providing a measure of individual or group change. This document outlines the purpose of the instrument and its development, both in preliminary and final forms, the data analysis used (sample characteristics, item analysis, reliability, validity), and gives directions for administration and scoring. The CECI questionnaire, a respondent information sheet, and relevant data tables are included. (KP)

ED 087 870 CE 000 960

Hedlund, Dalva E.

Occupational Development Seminar: Instructor's Manual.

New York State Education Dept., Albany. Office of Occupational Education.; State Univ. of New York, Ithaca. Cornell Inst. for Research and Development in Occupational Education.

Report No—RP-74-2

Pub Date Sep 73

Note—71p.

EDRS Price MF-$0.75 HC-$3.15

Descriptors—*Course Content, Course Descriptions, Course Objectives, Course Organization, Lesson Plans, *Occupational Guidance, Self Concept, *Student Seminars, *Teaching Guides, *Vocational Development

The seminar is designed to assist young adults to better understand and to achieve more self-direction of their own occupational development processes. Designed as a psychological education approach in which classes are a mixture of experiential and pragmatic activities, the seminar is divided into fourteen three-hour sessions. Class activities, highly structured and itemized in the manual, focus on community building, formation of psychological contracts, value clarification, meaning of work, instruction in occupational information, decision making, explorations, and future planning and evaluation. The siminar design assumes there is insufficient emphasis on understanding the world of work and one's relationship to it and that traditional approaches to occupational counseling are less than effective. It further assumes that self-understanding is a legitimate realm of knowledge which should be included in the curriculum. The course has as its objectives: develop a minimum level of self-esteem and a positive attitude toward occupational development as a life process, learn how to explicate the personal meaning of different work activities, learn how to relate personal variables and reality variables to make effective decisions, and learn how to test decisions through tentative commitment. (AG)

ED 087 871 CE 000 961

Jacobs, T. O.

The Evaluation of Leadership Skills.

Human Resources Research Organization, Alexandria, Va.

Report No—HumRRO-PP-11-73

Pub Date Dec 73

Note—15p.; Paper presented at the CONARC Soft Skills Training Conference, Fort Bliss, Texas (December 12-13, 1973)

EDRS Price MF-$0.75 HC-$1.50

Descriptors—Decision Making Skills, Evaluation, *Evaluation Methods, *Human Engineering, Leadership Qualities, *Leadership Responsibility, Leadership Training, Management Education, *Performance Criteria, Personnel Evaluation, Skill Analysis, *Systems Analysis, Systems Development, Task Performance

Identifiers—*Soft Skills Systems Engineering

The development of leadership evaluation procedures has been impeded by the same obstacles that have slowed the development of soft skills systems engineering techniques. Problems include the difficulty of finding a "true expert", the general lack of clarity concerning ultimate criterion measures, and the fact that leadership skills are essentially disjunctive. The assessment center concept is discussed briefly as a possible prototype of future evaluation approaches. This paper outlines soft skills systems engineering, who the "true expert" is, the nature of the real world, measuring the impact of leadership training and development, ultimate criteria of measurement and a disjunctive approach for a disjunctive concept. (A sixteen item bibliography is included.) (KP)

ED 087 872 CE 000 962

Pending Education Bills and Comments on Report of Educational Testing Service, Princeton, New Jersey. Hearings before the Subcommittee on Education and Training of the Committee on Veterans' Affairs, House of Representatives, Ninety-Third Congress, First Session on Pending Bills Related to War Veterans and Certain of Their Dependents.

Congress of the U.S., Washington, D.C. House Committee on Veterans' Affairs.

Pub Date 73

Note—505p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-$0.90 HC-$24.60

Descriptors—Educational Finance, *Educational Legislation, Federal Aid, *Federal Legislation, Federal Programs, *Program Evaluation, *Veterans Education

The hearings pertain to approximately 50 bills on the education and training for war veterans and their dependents. Among the proposals seeking changes in and liberalization of the several

education programs are: extension of the delimiting date of the current program, direct tuition payments to schools, and restoring entitlement of World War II and Korean conflict veterans. The document includes copies of the bills and agency reports on the bills as well as a list of the bills being considered. The final 140 pages of the document consist of a copy of a report submitted to the committee by the Educational Testing Service on the committee-directed independent study of the operation of the post-Korean conflict program of educational assistance currently carried out under Title 38 U.S.C. in comparison with similar programs of educational assistance that were available to veterans of World War II and of the Korean conflict. Testimony on the report is also included. (For the Comparative Study carried out by the Educational Testing Service see CE 000 840.) (Author/AG)

ED 087 873 CE 000 963

Freschi, David F.

An Experimental Prevocational Training Project for Autistic and Neurologically Impaired Children. Final Report.

Benhaven, New Haven, Conn.

Spons Agency—Connecticut Vocational Education Research and Planning Unit, Hartford.

Pub Date Jun 73

Note—107p.; This document contains 79 leaves most of which are 11 inches wide and 8 1/2 inches high and require two microfiche frames

EDRS Price MF-$0.75 HC-$5.40

Descriptors—Adolescents, *Autism, Charts, Individualized Instruction, *Neurologically Handicapped, Precision Teaching, *Prevocational Education, *Teaching Models

The purpose of this ten-month project was to determine the value of providing prevocational training to sixteen autistic and/or neurologically impaired children at Benhaven School, New Haven, Connecticut, a school for moderate and severely handicapped preadolescent and adolescent students. Objectives were to evaluate each child's potential for acquiring functional skills, to instruct each child in vocational readiness skills, to assess each child's progress, and to determine the predictive value of teacher ratings and selected psychometric tests. The prevocational program consisted of three separate but interrelated phases: (1) activities of daily living, (2) service-maintenance tasks, (3) production-assembly. Each of these phases consisted of tasks which were further defined into steps used in the evaluation of a child's competency level. Precision teaching techniques and one-to-one instruction were vital components of the program. Results indicated all of the children made noteworthy gains and that this model may be applicable to other populations. It was found that prevocational activities require careful selection and structure and that continual measurement is necessary. Parents of the children proved to be valuable members of the prevocation team; psychometric profiles were not predictively helpful. More than half of the report consists of appendixes and student reports. (EA)

ED 087 874 CE 000 964

Student and Staff Evaluation of the Quarter System at Western Wisconsin Vocational, Technical, and Adult Education District. Final Report.

Western Wisconsin Technical Inst., La Crosse.

Pub Date [74]

Note—40p.

EDRS Price MF-$0.75 HC-$1.85

Descriptors—*Evaluation, *Quarter System, Scheduling, *School Calendars, School Organization, Semester Division, *Surveys, Technical Institutes

An intensive evaluation of the quarter system versus semester system as a method of operation at Western Wisconsin Vocational, Technical, and Adult Education District (Western Wisconsin Technical Institute) was conducted through student and faculty evaluation along with an analysis of the effects of the quarter system on other schools, agencies, businesses, and industries. The student body, who had studied under both semester and quarter systems, was surveyed as to personal preferences and opinions on advantages and disadvantages of the new system. Staff evaluation was conducted by personal interview with similar questions. Others contacted were industrial and business firms employing institute graduates, high schools providing the Institute student body, and the registrar's office concerning transfers in and out of the Institute. Responses showed a similarity of opinions; the vast majority indicated a preference for the quarter system over the semester system. Advantages mentioned were greater scheduling flexibility, wider selection of electives and course offerings, more utilization of equipment and facilities, more opportunities to repeat missed or failed courses, and higher student interest and morale with a shortened time schedule, while disadvantages were increased grading and registration paper work and the possibility of students needing more textbooks. (EA)

ED 087 875 CE 000 965

Schmidt, Frank M.

Project PACE. Research and Development Project. Final Report.

Portland Public Schools, Maine.

Spons Agency—Maine State Dept. of Education, Augusta. Bureau of Vocational Education.

Pub Date 30 Jun 73

Note—61p.

EDRS Price MF-$0.75 HC-$3.15

Descriptors—Culturally Disadvantaged, Educable Mentally Handicapped, Jobs, *Prevocational Education, *Research Projects, Simulation, *Slow Learners, Student Grouping

Identifiers—Maine, PACE, Projects to Advance Creativity in Education

Major objectives of Project PACE have been to foster the integration of special education students back into regular vocational programs and to deal directly with job simulation development. The student population used in this study consisted of sixty culturally deprived special education students (control/experimental groups) from two Portland, Maine inner-city junior high schools. Specific goals of this project were to initiate a sequential, pre-vocational course for slow learners covering basic math, practical aspects of money management, and reading skills. Additional goals were to develop student academic criteria for high school placement; to develop pre/post teacher attitude scales; to determine the effect of the experimental curriculum on daily attendance, dropout rate, academic performance, social behavior, and teacher attitudes. Staff of the experimental group were two special education teachers and two full-time aides. Students in the control group received instruction in the regular classroom with no access to the specialized programs. In general, the results indicated difference in favor of the experimental group on all variables being measured. Recommendations were the development of more specific diagnostic and evaluative tools, use of larger student samples in future studies, and adoption of a State plan. Two-thirds of the document is devoted to appendixes. (EA)

ED 087 876 CE 000 966

Ruark, Billie Joanne

An Investigation of the Relationship Between Perceptions of Selected Groups Relative of the Role of VICA [Vocational Industrial Clubs of America] and Achievement of VICA Goals.

Pub Date Dec 73

Note—114p.; Ed.D. Dissertation, Oklahoma State University

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (MF $4.00, HC $10.00)

Document Not Available from EDRS.

Descriptors—Achievement, Doctoral Theses, Educational Research, Objectives, *Role Perception, Statistical Studies, *Success Factors, *Trade and Industrial Education, Vocational Development, *Youth Clubs

Identifiers—Oklahoma, Vocational Industrial Clubs of America

The study attempted to answer six research questions designed to assess the perceptions of selected school administrators, teachers, students, and members of the Trade and Industrial Education staff of the Oklahoma State Department of Vocational and Technical Education relative to the roles of the Vocational Industrial Clubs of America (VICA). It was also desired to determine to what extent there is a relationship of the perceived roles to the achievement of the VICA goals and objectives. The data were gathered from five members of the Trade and Industrial Education staff; the other respondents were from ten schools, five identified as the location of the highest VICA goal achievement clubs and five identified as the location of the lowest VICA goal achievement clubs in the State. Significant differences were found on all research questions between all groups tested for particular concepts. It was concluded that the major factor which enhances a club in becoming a high VICA goal achievement club is one of positive perceptions relative to the role of VICA. Negative perceptions relative to the role of VICA impedes or prevents a club from becoming a high VICA goal achievement club. (AG)

ED 087 877 CE 000 967

A State Plan for the Administration of Vocational and Technical Education in Illinois: Fiscal Year 1974.

Illinois State Board of Vocational Education and Rehabilitation, Springfield. Div. of Vocational and Technical Education.

Report No—Bull-3-973

Pub Date 13 Aug 73

Note—221p.

EDRS Price MF-$0.75 HC-$10.20

Descriptors—Administrative Organization, Cooperative Programs, Disadvantaged Groups, Educational Needs, Employment Opportunities, Handicapped, Program Budgeting, Residential Schools, State Federal Support, *State Programs, Statewide Planning, Tables (Data), *Technical Education, *Vocational Education, Work Study Programs

Identifiers—*Illinois

Part I, Administrative Provisions, of the State Plan for the Administration of Vocational and Technical Education in Illinois constitutes the basis upon which eligibility of the State for Federal funds is determined and becomes a contract with the Federal government. This section includes coverage of general provisions, fiscal control and fund accounting procedures, State vocational education programs, vocational education programs for the disadvantaged, vocational education research and personnel training, exemplary programs and projects, residential vocational education schools, consumer and homemaking education, cooperative vocational education programs, and work study programs for vocational education students. Part II contains annual and long-range plan provisions giving a comprehensive analysis of the State's need to provide Vocational and Technical Education for all youth and adults who need and deserve such training. The plan provides a matrix for planning and budgeting to indicate how the State will set priorities, objectives, activities, costs and benefits in meeting the identified technical and vocational education needs. (EA)

ED 087 878 CE 000 968

Yarbrough, Roy D. Blostein, Stanley H.

Report and Evaluation of a Training Program for Correctional Officer Trainees.

Kentucky Research Foundation, Lexington.; Kentucky Univ., Lexington. Coll. of Social Professions.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Public Service Careers Program.

Pub Date 73

Note—27p.; Appendix D, References, not included

EDRS Price MF-$0.75 HC-$1.85

Descriptors—Correctional Education, *Correctional Rehabilitation, Corrective Institutions, *Disadvantaged Youth, Educational Programs, *Program Descriptions, Program Evaluation, *Public Service Occupations, Trainees, *Training, Training Techniques, *Workshops

Identifiers—Correctional Officers

The students taking part in the training workshop (arranged by the Kentucky Public Service Careers Program and the Kentucky Department of Corrections) came from a variety of backgrounds and were all educationally and socially disadvantaged, but were intelligent and rated high in self-knowledge, social awareness and knowledge of human behavior. Discussion centered around the role and functions of the correctional officer, the history and development of the criminal justice system, understanding human behavior, and racism. Teaching methods were directed toward experiential learning and dealing with problem situations. The workshop organizers were impressed by the readiness of the participants to become involved in group discussions and to read and think critically about the materials provided, in contradiction to the as-

sumptions commonly held about educationally disadvantaged individuals. Conclusions, assumptions and recommendations are made on the basis of the experiences gained by the organizers and participants in the workshop. Appendixes include the proposal, course outline, budget estimate, use of resource people, booklist, and workshop program. (SA)

ED 087 879 CE 000 969
O'Meara, Lester Turley, John
Plumbing and Piping: Construction, Supervision, and Inspection. Course of Study.
California Community Colleges, Sacramento. Office of the Chancellor.; Los Rios Junior Coll. District, Sacramento, Calif.
Pub Date 73
Note—307p.; For related documents, see CE 000 970-71
EDRS Price MF-$0.75 HC-$15.00
Descriptors—Building Trades, Community Colleges, Construction (Process), Diagrams, Environmental Technicians, Inspection, Junior Colleges, Performance Specifications, *Plumbing, Standards, *Study Guides, Supervision, *Technical Education
Identifiers—California
This course of study on plumbing and piping is part of a construction, supervision, and inspection series, which provides instructional materials for community or junior college technical courses in the inspection program. Material covered in this volume pertains to: uniform plumbing code; pipes, fittings, supports, and connections; sewer and water systems; drainage vent systems; water distribution systems; fixtures and appliances; fuel systems; fire protection systems; stormwater and special waste systems; landscape piping; corrosion and insulation. In many chapters, sections of the uniform plumbing code are reproduced and related to the chapter material; charts and diagrams also are included to assist the reader. The course of study may contain more material than can be covered in one semester. (EA)

ED 087 880 CE 000 970
Messer, John D.
Air Conditioning, Heating, and Ventilating: Construction, Supervision, and Inspection. Course of Study.
California Community Colleges, Sacramento. Office of the Chancellor.; Los Rios Junior Coll. District, Sacramento, Calif.
Pub Date 73
Note—337p.; For related documents, see CE 000 969, CE 000 971
EDRS Price MF-$0.75 HC-$16.20
Descriptors—*Air Conditioning, Community Colleges, Construction (Process), *Heating, Inspection, Junior Colleges, Performance Specifications, Standards, *Study Guides, Supervision, *Technical Education, *Ventilation
Identifiers—California
This course of study on air conditioning, heating, and ventilating is part of a construction, supervision, and inspection series, which provides instructional materials for community or junior college technical courses in the inspection program. Material covered pertains to: piping and piping systems; air movers; boilers; heat exchangers; cooling and heating coils; pumps; refrigeration; temperature control and natural draft venting systems; sound control; insulation; air ducts; ventilation systems; instrumentation. Many charts and diagrams are interspersed throughout the document to assist the reader; the 75-page appendix is made up entirely of charts and diagrams. The course of study may contain more material than can be covered in one semester. (Parts of this document may not reproduce clearly.) (EA)

ED 087 881 CE 000 971
Robson, Frank
Architectural: Construction, Supervision, and Inspection. Course of Study.
California Community Colleges, Sacramento. Office of the Chancellor.; Los Rios Junior Coll. District, Sacramento, Calif.
Pub Date 73
Note—321p.; For related documents, see CE 000 969-70
EDRS Price MF-$0.75 HC-$15.00
Descriptors—*Architectural Elements, Community Colleges, Construction (Process), Inspection, Junior Colleges, Performance Specifications, Standards, *Study Guides, Supervision, *Technical Education
Identifiers—California
This architectural course of study is part of a construction, supervision, and inspection series, which provides instructional materials for community or junior college technical courses in the inspection program. Material covered pertains to: construction contracts, schedules, and site preparation; footings and foundations; masonry and reinforcing steel; wood and drywall; lathing and plastering; plumbing and air conditioning; doors, hardware, paints, floor finishes, ceilings, and specialties; preliminary and final inspections. Many charts and documents are interspersed throughout the document to assist the reader. The course of study may contain more material than can be covered in one semester. (EA)

ED 087 882 CE 000 972
Helms, Samuel T. Williams, Gerald D.
Experimental Study of the Reaction of High School Students to Simulated Jobs.
Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No—161
Pub Date Nov 73
Contract—NE-C-00-3-0115
Note—67p.
EDRS Price MF-$0.75 HC-$3.15
Descriptors—*Career Choice, Educational Research, *Environment, *High School Students, Jobs, Models, *Personality Assessment, *Prediction, Questionnaires, Simulation, Tables (Data)
Identifiers—Holland (John L)
The experiment used a repeated measures design to test some hypotheses about the reaction of high school students to simulated jobs. Students explored six divergent jobs in random order and gave their reactions to each job by filling out a standard questionnaire. The results strongly support some revised formulations of Holland's theory of how people react to jobs. The theory assumes people can be characterized according to six personality types: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. The environments in which people live can be characterized by their resemblance to six model environments whose categories are the same as those of the personality types. Finally, according to the theory, the pairing of persons and environments leads to predictable and understandable outcomes. The degree of congruency a student experiences between himself and a standard work simaulation usually coincides with the degree of congruency estimated from a theoretical model. The results are statistically significant and substantial for both girls (N = 92) and boys (N = 127). (The questionnaire and data tables are included in the report.) (Author/AG)

ED 087 883 CE 000 973
Holland, John L. And Others
Diagnostic Scheme for Specifying Vocational Assistance.
Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No—164
Pub Date Dec 73
Contract—NE-C-00-3-0115
Note—52p.
EDRS Price MF-$0.75 HC-$3.15
Descriptors—*Career Choice, Career Education, *Decision Making, *Diagnostic Tests, Educational Diagnosis, Educational Research, Evaluation Criteria, *Occupational Guidance, *Predictive Validity, Self Evaluation
Identifiers—Self Directed Search
The validity of some theoretically-derived vocational diagnostic signs was examined to learn if a person's self-knowledge, occupational knowledge, and decision-making ability were predictable. Diverse samples of high school juniors (N = 1005), college juniors (N = 692), and employed adults (N = 140) were administered the Self-Directed Search (the source of the diagnostic signs) and the criteria for validating the signs (The Career Maturity Inventory, a decision-making task, questionnaire items about vocational choice, scales measuring identity, anomy, originality, and interpersonal competency). The signs for good decision-making ability (consistency and differentiation of the SDS profiles) predicted scores on the decision-making task more efficiently than any non-SDS variables. In contrast, the signs concerned with self and occupational knowledge had no convergent or discriminant validity. The results for the decision-making signs, however, imply some immediate practical applications and some potentially valuable theoretical investigations. (Data tables and a 21-item bibliography are included in the report.) (Author/AG)

ED 087 884 CE 000 974
Holland, John L. And Others
Final Report of the Careers and Curricula Program.
Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No—165
Pub Date Dec 73
Contract—NE-C-00-3-0115
Note—29p.
EDRS Price MF-$3.75 HC-$1.85
Descriptors—Abstracts, Educational Finance, *Educational Programs, *Educational Research, *Educational Theories, *Program Descriptions
Identifiers—*Center for Social Organization of Schools
The Center's Career and Curricula program bases its work upon a theory of career development. The report presents summaries of the theory upon which the program was based, of the work accomplished by the program, and of the research conducted. It also provides abstracts and ordering sources for the various reports completed. The theory assumes that, in our culture, most persons and environments fall into one of six categories: realistic, investigative, artistic, social, enterprising, or conventional. It further assumes people search for environments that will let them exercise their skills and abilities, express their attitudes and values, and take on agreeable problems and roles. Lastly, it is assumed that a person's behavior is determined by an interaction between his personality and the characteristics of his environment. The work accomplished by the program consists of theoretical studies, classification studies, applied studies, and related studies and influences. The title of each, its source, and a brief abstract are provided. The budget included $337,320 from the Federal government and $30,000 from the University. (Author/AG)

ED 087 885 CE 000 976
Beasley, Mary Catherine
Soul City Expanded--An Experimental Demonstration Project for Adult Involvement. Final Report.
Alabama Univ., University. Div. of Continuing Education.
Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
Pub Date Oct 72
Grant—OEG-0-71-4393(324)
Note—100p.
EDRS Price MF-$0.75 HC-$4.20
Descriptors—*Adult Basic Education, *Behavioral Objectives, *Disadvantaged Groups, Educational Objectives, Educational Programs, *Educational Strategies, Homemaking Skills, *Program Descriptions, Program Effectiveness
The University of Alabama successfully used the improvement of homemaking skills among disadvantaged families in an inner-city poverty pocket as a focus for a multidisciplinary approach to a three-year adult basic education (ABE) program when traditional ABE programs were rejected. The stated program goals were: (1) use the interest in improving homemaking skills to stimulate more responsible citizenship and to encourage individual participation in adult basic education programs; (2) develop models for the aggressive method of achieving individual involvement to motivate program participants toward responsible social and vocational goals; (3) reinforce community members in their daily lives; (4) help them be aware of the sources of help; (5) reach the inner-city's most underprivileged adults; (6) enable the residents to vocalize their need for adult education; and (7) aid the homemakers in seeking new avenues of involvement with outside resources in the solution of their problems. Progress was made by dealing with the residents of Soul City on an individual basis using the city's Living-Learning Center as the focus for making the services of

Federal, State, and local government agencies available together with those provided by the Univeristy and community volunteers. Various individual and group strategies were employed in increasing ABE impact. (AG)

ED 087 886 CE 000 977
Taylor, Myrtice M. And Others
Final Report for Year III of the Atlanta Career Opportunities Program, 1972-73.
Atlanta Public Schools, Ga.
Report No—RD-V7-N20
Pub Date Nov 73
Note—31p.
EDRS Price MF-$0.75 HC-$1.85
Descriptors—Academic Achievement, Annual Reports, *Career Opportunities, *Disadvantaged Groups, *Educational Programs, Federal Programs, Inservice Teacher Education, Paraprofessional School Personnel, Personal Growth, Program Effectiveness, *Program Evaluation, Self Concept
Identifiers—*Career Opportunities Program

The report, covering the period from June 12, 1972 through June 12, 1973, concerns the academic achievement and self-concept of pupils taught by participants in the Federally funded Career Opportunities Program (COP), the participants' professional growth, career progress, and recruitment classification, and the organizational climate and operational changes. The general conclusions were that the program is meeting the needs of the participants and is contributing to the academic growth of pupils in reading. The participants, in general, were able to meet academic standards set by cooperating institutions. The purpose of COP is to provide opportunities for adults from low-income areas to pursue careers of useful service in education and to improve the educational opportunities of pupils living in deprived areas. In Atlanta, COP-taught pupils' average reading gain was greater than one month per month of instruction. The academic performance of COP participants indicated the success of their training. COP participants have become more involved in instructional activities and placement in advanced positions took place according to the number of positions available. The effect of COP participants upon the self-concepts of pupils was not reflected in instrument scores. (Correspondence from COP graduates is included in the report appendix.) (AG)

ED 087 887 CE 000 978
Taylor, James C.
Concepts and Problems in Studies of the Quailty of Working Life.
California Univ., Los Angeles. Graduate School of Management.
Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.
Pub Date Dec 73
Note—57p.; For the Annotated Bibliography to which this is the companion piece see ED078158
EDRS Price MF-$0.75 HC-$3.15
Descriptors—*Behavior, Behavioral Objectives, Cross Cultural Studies, *Human Dignity, *Organizational Climate, Research Criteria, Research Needs, *State of the Art Reviews, Time Perspective, *Work Environment
Identifiers—*Quality Of Working Life

The paper discusses the quality of working life (QWL) from the point of view of the individual worker as it is examined and reported in the literature from 1957 to 1972. The research for that time is characterized by large-scale, static investigations and shows increasing concern for the dignity of the individual. It was concluded that past research is deficient in intensive and systematic field investigations, particularly in measuring QWL in terms of behaviors. Wages, hours, physical working conditions, meaningful and satisfying work, social support, control and influence, career opportunities, and the relationship between work and other parts of employees' lives are concepts included in an enlarged definition of QWL. Eleven QWL criteria (alienation, health and safety, economic security, self-esteem, self-actualization, work environment, control and influence, organizational enclosure, career aspirations, and extra-work activities) were selected as major outcome variables to be studied which could be operationalized in behavioral terms while excluding attitudes per se. The state of the art is discussed in terms of time period, type of journal, and cross national research. (A sample of substantive searches using the bibliography index and relating any QWL criterion and specified correlate is included.) (AG)

ED 087 888 CE 000 979
Isabelle, L. A. Lokan, J. J.
Differential Validities for Shop Courses: Proposal B: Follow-Up of Subjects' Work Experiences. Final Report. Vol I: Procedures and Results.
Ottawa Board of Education (Ontario). Research Centre.
Spons Agency—Ontario Dept. of Education, Toronto.
Pub Date Apr 73
Note—119p.
EDRS Price MF-$0.75 HC-$5.40
Descriptors—Affective Objectives, Data Collection, Employee Attitudes, Employer Attitudes, Followup Studies, Job Satisfaction, Job Skills, Low Ability Students, Manpower Needs, *Predictive Ability (Testing), *Program Evaluation, Shop Curriculum, Student Attitudes, Success Factors, *Vocational Followup, *Vocational High Schools, *Work Attitudes

Follow-up information was collected on 1500 students who attended a two-year occupational high school, in order to relate predictor measures to success during training and subsequent job success. Although not predictive of dropouts, variables in the pre-test battery did predict performance in academic and shop courses; ratings of job success were available for too few subjects for analysis to be done, though it would appear that brighter, more motivated males perform less well in low level, repetitive jobs than their colleagues. Work attitudes and program evaluation were sought from former students now employed and from 70 employers. Among other findings, it was discovered that, while most students felt their shop training was the most valuable aspect of their occupational program, 40 percent hold jobs unrelated to that training, and employers and teachers valued work attitudes more highly. Employers requested more on-the-job training. Recommendations include: adjustment of courses to changing demands of local industry; providing students with a variety of skills related to a cluster of jobs; emphasizing favorable work attitudes; preparing students to cope with paperwork, including job applications. (For a summary of main findings, see CE 000 980.) (AJ)

ED 087 889 CE 000 980
Lokan, J. J.
After Highland Park...
Ottawa Board of Education (Ontario). Research Centre.
Spons Agency—Ontario Dept. of Education, Toronto.
Pub Date 73
Note—46p.
EDRS Price MF-$0.75 HC-$1.85
Descriptors—Followup Studies, Job Satisfaction, Job Skills, Low Ability Students, Manpower Needs, Questionnaires, Shop Curriculum, Success Factors, *Vocational Followup, *Vocational High Schools, *Work Attitudes

This summary is a simplified and graphically illustrated presentation of the main findings from a followup study of the school and job experiences of students who entered an occupational high school in Ontario during its first three years. The summary is directed to former students who participated in the study, parents, and teachers. Background, some features of the study, results from student and employer questionnaires and interviews, and some conclusions and recommendations are included in readable form, and a sample questionnaire is appended. (For the complete follow-up study see CE 000 979.) (AJ)

ED 087 890 CE 000 981
Career Awareness for Secondary and Elementary Students [CASES] Resource Curriculum Guide. Volume I: K-6.
Sioux Falls Independent School District 1, S. Dak.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jul 73
Note—367p.
EDRS Price MF-$0.75 HC-$17.40
Descriptors—Bibliographies, *Career Education, *Curriculum Guides, *Elementary Grades, Elementary School Guidance, *Primary Education, Self Concept, Teacher Developed Materials
Identifiers—Career Awareness, CASES, South Dakota

The curriculum guide is the result of a research and development project called CASES--Career Awareness for Secondary and Elementary Students. The guide is in two volumes. Volume 1 is intended for the K-6 level. Volume 2 (CE 000 982) is for grades 7-9. The first volume is divided into six sections. Section one is an introduction to career education: what it is, its characteristics, goals, and outcomes, and its clusters and models. The second section concerns guidance at the elementary level: the role of the counselor, appropriate goals, identification of interests, abilities, behavior characteristics, and related topics. The third, and main, section is separated into seven subdivisions. Each subdivision is devoted to one of the seven grade levels included in the volume's scope, K-6. Each grade level is introduced with a statement of career education focus for that level. Concepts, teacher objectives, behavioral objectives, activities, references and materials, and a bibliography also constitute part of each subdivision. Section four is a puppetry handbook; section five, a field trip guide; and section six is a bibliography of reference books, government publications, and curriculum guides. The emphasis of the project at the K-6 level is on self-awareness and career awareness. (AG)

ED 087 891 CE 000 982
Career Awareness for Secondary and Elementary Students [CASES] Resource Curriculum Guide. Volume II: 7-9.
Sioux Falls Independent School District 1, S. Dak.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jul 73
Note—496p.; Pages 297 and 298 are missing
EDRS Price MF-$0.90 HC-$23.40
Descriptors—Bibliographies, *Career Education, *Curriculum Guides, Educational Objectives, Grade 7, Grade 8, Grade 9, *Intermediate Grades, Teacher Developed Materials, *Units of Study (Subject Fields)
Identifiers—Career Awareness Secondary Elementary Students, CASES, South Dakota

The curriculum guide is the result of a research and development project called CASES--Career Awareness for Secondary and Elementary Students. The guide is in two volumes. Volume 1 (CE 000 981) is intended for the K-6 level. Volume 2 is for grades 7-9 and is divided into five main sections. The first section concerns the characteristics, goals, outcomes, objectives, clusters, and models of career education. Section two is devoted to three subject areas at the seventh grade level: art, health/physical education, and music. Section three covers home economics, industrial arts, language arts, and science at the eighth grade level. The ninth grade level, section four, is devoted to general math, algebra, geometry, general business, typing, and social studies. For each of the subject areas at each level, the material is presented in columns entitled topic or unit, objective, career related instructional activities, and resource materials. Each subject section concludes with a list of selected references. Numerous appendixes accompany each of the grade level sections. The concluding section is a directory of publishers and distributors. (AG)

ED 087 892 CE 000 983
How to Pay for Your Health Career Education: A Guide for Minority Students.
Health Resources Administration (DHEW/PHS), Bethesda, Md.
Report No—DHEW-HRA-74-8
Pub Date [74]
Note—16p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—American Indians, Career Education, *Educational Finance, *Financial Support, *Health Occupations Education, *Minority Groups, Negroes, Professional Occupations, Scholarships, Spanish Americans, *Student Loan Programs, Students

Statistics showing the lack of minority workers in the health occupations and in national health schools emphasize the need for more minority students in this field. A brief overview of what to expect in the way of cost of continued education is followed by a discussion of possibilities for financial assistance. The final five pages list public and private sources that can help the minority student plan and finance his education in the health field. (DS)

ED 087 893 CE 000 984
Training Manual on Food Irradiation Technology and Techniques.
International Atomic Energy Agency, Vienna (Austria).; United Nations Food and Agriculture Organization, Rome (Italy).
Report No—TRS-114
Pub Date 70
Note—144p.
Available from—UNIPUB, Inc., P.O. Box 433, New York, N.Y. 10016 ($4.00)
EDRS Price MF-$0.75 HC-$6.60
Descriptors—*Food Processing Occupations, *Manuals, Radiation, *Radiation Biology, Radiation Effects, Radioisotopes, Radiologic Technologists, *Radiology, Technical Education, *Training
Identifiers—Food Irradiation Technologists
This training manual consists of two parts. The first covers general information and outlines various applications of food irradiation technology. The second section details laboratory exercises used to demonstrate the principles of radiation processing and the effects of radiation treatment on certain types of food. The chapters outline radioisotopes and radiation, radiation detection and measurement, health physics, radiation chemistry, effects of radiation on living organisms, preservation of foods, radiation preservation of foods, packaging, wholesomeness of irradiated foods, government regulation of irradiated foods, food irradiation facilities, commercial considerations of food irradiation, and related literature. (Diagrams, graphs, data tables, and illustrations are included.) (KP)

ED 087 894 CE 000 985
Annual Report, 1972. Department of Adult Education, University of Sydney.
Sydney Univ. (Australia). Dept. of Adult Education.
Pub Date 72
Note—44p.
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*Adult Education, *Annual Reports, Foreign Countries, University Administration
Identifiers—Australia, *University of Sydney
The report lists the membership for various department-related groups. Following introductory remarks by Director D. W. Crowley, the report lists the replacements on the Joint Committee for Tutorial Classes and the University Extension Board and cites the professional activities of some of the members of the academic staff. The transfer of the Hunter Valley program to the jurisdiction of the University of Newcastle, the status of the Metropolitan Tutorial Classes, and the effects of economic constraints on the University Extension program are documented. Regional reports were obtained from the Hunter, Illawaua, Riverina, and Central Western regions. Progress and problems in the Discussion Groups are discussed, and a description of the Department's "Television Tutorial" is presented. The Aboriginal Adult Education (Community Advancement Program) and the Bernard Van Leer Action Research Project on Aboriginal Family Education Centers are briefly described and evaluated. Other remarks are directed to the Current Affairs Bulletin, special schools and conferences, the M.Ed. Seminar on Adult Education, adult exhibitions, staff publications, and relations with other organizations. A financial statement concludes the report. (AG)

ED 087 895 CE 000 986
Abstracts of Instructional Materials in Vocational and Technical Education. Vol. 6, No. 4.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date 73
Note—135p.
Available from—AIM, The Center for Vocational and Technical Education, The Ohio State University, 1960 Kenney Road, Columbus, Ohio 43210 ($11.00 per yr)
EDRS Price MF-$0.75 HC-$6.60
Descriptors—*Abstracts, Adult Education, Agricultural Education, Business Education, *Career Education, Curriculum Guides, Disadvantaged Youth, Family Life Education, Health Occupations Education, *Instructional Materials, *Occupational Information, Office Occupations Education, Safety, Technical Education, Trade and Industrial Education, *Vocational Education
Identifiers—AIM
This quarterly publication announces the availability of instructional materials acquired and processed by the Center for Vocational and Technical Education at Ohio State University. It should be of particular interest to teachers, curriculum specialists, supervisors and administrators involved in curriculum development or the use of instructional materials in the teaching-learning setting. Each abstract, a condensation of the report in about 200 words, usually includes the means used to develop the material, the setting for use of the material, and source of available copies. Author, subject, and document number indexes provide entry to the abstracts. The full texts of documents are available from the original sources or from the ERIC Document Reproduction Service (EDRS) as microfiche or paper copy reproductions. Ordering information is provided. (AJ)

ED 087 896 CE 000 987
Abstracts of Research Materials in Vocational and Technical Education. Vol. 6, No. 4.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date 73
Note—262p.
Available from—ARM, Center for Vocational and Technical Education, Ohio State University, 1960 Kenney Road, Columbus, Ohio 43210 ($11.00 per yr)
EDRS Price MF-$0.75 HC-$12.60
Descriptors—Abstracts, Administration, Career Education, *Educational Research, Employment, Manpower Development, Manpower Utilization, Occupations, Program Evaluation, Research Design, Research Utilization, Special Programs, State Programs, Supervision, Teaching, *Technical Education, *Vocational Education
Identifiers—ARM
This quarterly publication announces the availability of documents acquired and processed by the Center for Vocational and Technical Education at Ohio State University. It contains abstracts of research and other materials which are useful to researchers, supervisors, teacher educators, education specialists, administrators, teachers, and others who have an interest in vocational and technical education. The abstracts are organized in ascending VT-number order, and cover such subject areas as: administration and supervision, employment and occupations, individuals with special needs, research design, development and utilization, and related research topics. Indexes provide the approach to the abstracts by (1) subject, (2) personal and institutional author, and (3) document accession number. The full texts of documents are available from the original sources or the ERIC Document Reproduction Service (EDRS) as microfiche or paper copy reproductions. Ordering information is provided. (AJ)

ED 087 897 CE 000 988
Robertson, J. Marvin
Facilities Evaluation in Vocational and Technical Education.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Report No—IS-100
Pub Date 73
Note—27p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*Educational Facilities, *Evaluation, Facility Guidelines, Facility Improvement, Facility Requirements, Literature Reviews, *Technical Education, *Vocational Education
In the first section of this review the author describes the purpose of vocational education facilities, gives his own definition of the term, and discusses assumptions and guidelines for the evaluation of such a facility. The second section outlines the roles and responsibilities of those who should be involved in evaluation of facilities. The determination of educational needs as part of evaluation for facilities and evaluation of facilities form the third and fourth sections. Legal and safety considerations (with special reference to accessibility to the handicapped and disadvantaged), extending the facility, sources of assistance, and a summary make up the remainder of the document. A 33-item bibliography is included. (For comparison documents covering evaluation of Programs, Personnel, and Students in Vocational and Technical Education, see CE 000 990, CE 001 133, and CE 001 153 respectively.) (KP)

ED 087 898 CE 000 989
Peterson, Roland L.
Review and Synthesis of Research in Vocational Teacher Education.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Report No—IS-101
Pub Date 73
Note—51p.
Available from—Product Utilization, The Center for Vocational and Technical Education, The Ohio State University, 1960 Kenney Road, Columbus, Ohio 43210 ($3.50)
EDRS Price MF-$0.75 HC-$3.15
Descriptors—*Educational Research, Inservice Education, *Literature Reviews, Preservice Education, *Program Evaluation, *Teacher Education, Teacher Guidance, Teacher Recruitment, *Vocational Education Teachers
The document reviews research reports, journal articles, abstracts, and other publications that are primarily research efforts in vocational teacher education, with the hope that areas of weakness and potential for future research will be revealed. Three areas are focused upon: (1) competencies required of vocational teachers, including sources and recruitment; (2) teacher preparation programs for vocational teachers, including preservice and inservice programs and guidance for prospective teachers; and (3) evaluation of vocational teacher education programs. Each section includes a brief summary, conclusions and implications section and a final summary reemphasizes the key findings of the whole review. Nine crucial areas are identified which merit further attention from researchers interested in vocational teacher education. A fourteen-page bibliography completes the document. (SA)

ED 087 899 CE 000 990
Denton, William T.
Program Evaluation in Vocational and Technical Education.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Report No—IS-98
Pub Date 73
Note—35p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
EDRS Price MF-$0.75 HC-$1.85
Descriptors—Educational Programs, Literature Reviews, Models, *Program Evaluation, *Technical Education, *Vocational Education
In the first section of the document the author uses reviews of selected studies to provide a cross-section of methodologies used in evaluating vocational and technical education programs. The second section takes a formal model developed for the evaluation of vocational education (Central Kentucky Research Coordinating Unit, 1972) and explains the types of information and methods which can be used to obtain the information at each phase of the model. The last section of the document provides suggestions derived from the author's experience while coordinating the evaluation of the Skyline Career Development Center in Dallas, Texas. These considerations are broken down into context and process evaluation. An epilogue, flow charts, and a 54-item bibliography are included. (For companion documents covering Facilities Evaluation, Personnel Evaluation, and Student Evaluation see CE 000 988, CE 001 153 respectively.) (Author/KP)

ED 087 900 CE 000 991
Kester, Ralph J. Hull, William L.
Identification of Empirical Dimensions of the Diffusion Process: Interim Report.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No—RD-92
Pub Date Oct 73
Note—112p.; For related document, see ED 079 468
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402
EDRS Price MF-$0.75 HC-$5.40
Descriptors—Administrative Problems, *Diffusion, *Educational Innovation, Educational Research, Failure Factors, *Identification, *Information Dissemination, Problem Solving, Psychological Characteristics, Questionnaires, Research Projects, *Success Factors
Identifiers—Empirical Research
The objective of the research study was to determine if dimensions of the innovation diffusion process could be identified empirically. Questionnaires were administered to a sample of 300 educational practitioners in various roles in Kansas and Ohio. The data resulting from the 82 percent response are divided into two categories. One category studied was the innovation characteristics domain with a six-factor solution (student concern orientation, additional resource requirements, organized resistance potential, consumer report rating, credibility, and operational implementation concern) which accounted for 63 percent of the variance. The second category studied was the client characteristics domain. Its four-factor solution (the dynamic professional bureaucrat, the adapter-creater, the impoverished practitioner, and the economic bureaucrat) accounted for 48 percent of the variance. The study, as it has progressed thus far, suggests that individuals concerned with introducing and/or implementing innovations should be prepared to deal with the reactions of clients to various perceived characteristics of that innovation. The study further suggests that persons dealing with change in educational settings should consider the individual's patterns of behavior when he is attempting to understand and/or gain the adoption of innovations. (Future program activities are described.) (AG)

ED 087 901 CE 000 992
Hasenfeld, Yeheskel
Manpower Placement: Service Delivery for the Hard-to-Employ. Policy Papers in Human Resources and Industrial Relations 21.
Wayne State Univ., Detroit, Mich. Inst. of Labor and Industrial Relations.
Pub Date May 73
Note—103p.
Available from—Institute of Labor and Industrial Relations, P.O. Box B-1, Ann Arbor, Mich. 48106 ($7.95 cloth, $2.95 paper)
EDRS Price MF-$0.75 HC Not Available from EDRS.
Descriptors—Employment, *Employment Programs, *Employment Services, Job Placement, Manpower Development, *Manpower Needs, Services, *Systems Analysis, *Systems Approach, Technology, Unemployed
The basic aim of this report is to suggest a strategic framework for the transformation of manpower placement services (MPS) from a reactive, precarious organization into an active and vital service delivery system. The main characteristics of MPS are analyzed from a systems perspective and organizational resources and structure of services for the hard to employ are surveyed. It is pointed out that, following the systems perspective, changes in the supportive subsystem will not produce immediate results in the service patterns but that new operative goals and service technology are needed for both clients and employers. The basic change strategy should be to expand the operative goals of the agency with the twofold aim of improving its services and increasing its importance in the community. An intelligence system is proposed which would fulfill three related functions: to monitor the external relevant environment of the agency, to provide an internal audit of staff and client activities, and to evaluate the agency's outputs. The effectiveness of MPS is dependent upon its ability to develop a multilevel service delivery system that breaks away from the narrow conception of matching persons with jobs. (Author/SA)

ED 087 902 CE 000 993
Johnson, Milo P. Grafsky, Albert J., Jr.
Accountability; Evaluation for Occupational Programs.
American Technical Society, Chicago, Ill.
Pub Date 73
Note—101p.
Available from—American Technical Society, 848 East 58th Street, Chicago, Illinois 60637 ($4.95)
Document Not Available from EDRS.
Descriptors—*Administrator Responsibility, *Cost Effectiveness, *Educational Accountability, Educational Administration, *Educational Economics, Educational Responsibility, Evaluation Methods, Financial Policy, Program Content, Program Evaluation, *Vocational Education
Accountability as applied to the educational process is the ability to demonstrate cost effectiveness in meeting predetermined educational philosophy and goals in various contexts. The book addresses itself to the development and utilization of a system of accountability for occupational education because that area lends itself more easily to the application of techniques of accountability by the use of precise measurable objectives than do other areas. In the first chapter, fifteen goals for the accountability system are proposed. Chapter 2 instructs the reader in how to prepare statements of educational philosophy, goals, and objectives. The third chapter discusses six different methods of instructional output for occupational education. Familiarization with six support functions for vocational instruction and with measurable objectives for each function is the objective of Chapter 4. Chapter 5 discusses the appropriateness of the accountability model as a topic for an inservice training program. Constraints are the concern of Chapter 6, and the educational audit is the focus of Chapter 7. The concluding chapter relates accountability to planning, programing, and budgeting. Each chapter begins with a statement of chapter objectives and concludes with a summary and check-up activity. (AG)

ED 087 903 CE 000 994
Davey, Harold W.
Improving Grievance Arbitration: The Practitioners Speak. Working Paper 1973-07.
Iowa State Univ. of Science and Technology, Ames. Industrial Relations Center.
Pub Date [73]
Note—37p.
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*Arbitration, *Collective Negotiation, Employer Employee Relationship, *Grievance Procedures, Labor Problems, Problem Solving, Surveys, Unions
Grievance arbitration is utilized on a nearly universal basis, but the process is malfunctioning in several ways. The study was based on a review of the literature, in field interviews, and in-depth correspondence with knowledgeable management and union practitioners; findings are limited to the arbitration step in contract administration. Twenty points of indictment of grievance arbitration and arbitrators were compiled and specific remedies were suggested, with a consensus being reached on some points and substantial disagreement ensuing from other points. Consensus included: desirability of shorter opinions stressing reasoning behind awards; urging arbitrators to take firm charge of hearings; charging of a reasonable fee if hearing is cancelled; a shortage exists of competent and experienced arbitrators; scepticism regarding the utility of submission arguments; and negative attitudes on some proposed reforms. Pre-arbitration suggestions include: that arbitrators receive pertinent information in advance, and that unreasonable delay in scheduling defeats one of the fundamental purposes of grievance arbitration. Greater arbitrator initiative, additional practitioner contributions to improving the process, and joint efforts by practitioners, arbitrators, and designating agencies toward continued improvement of the grievance arbitration process are recommended. A list of practitioner rights of expectation from the arbitrator is presented. (SC)

ED 087 904 CE 000 995
Donohue, Stephen, Comp. Hadac, Ralph, Comp.
Career Education Curriculum Models Developed in Project "What About Vocational Education?" (WAVE) Workshops in the State of Washington 1968-1971, and Career Awareness Programs in State of Washington.
Washington State Coordinating Council for Occupational Education, Olympia.
Pub Date Jun 72
Note—106p.
EDRS Price MF-$0.75 HC-$5.40
Descriptors—Career Education, *Career Planning, Curriculum Development, Decision Making Skills, Elementary Grades, Job Skills, *Models, Occupational Guidance, Secondary Grades, Self Concept, Special Education, Vocational Aptitude, *Vocational Education, Vocational Interests, Work Attitudes, Work Experience Programs
Identifiers—*Career Awareness, Washington State
Project "What About Vocational Education?" (WAVE) originated as a series of in-service training programs offered for graduate credit to teachers, counselors, and administrators at various locations in Washington to assist students in their development of the awareness, attitudes, and skills necessary for employment. Results of some past projects are organized and summarized for evaluation, reference, and follow-up purposes. A summary of recent projects at the University of Washington and Central Washington State College are outlined as to schools, number working on project, grade level, program length, and also are coded for output and elements of the program. A more complete summary is included of fifty projects at Washington State University which lists prime objective, grade levels, activity and description, short/long-range outcomes, and persons to contact. The latter summaries cover a variety of topics such as vocational awareness, self-concept, attitudes, students' job knowledge, decision-making, individual interests and aptitudes, occupational exploration, course selection, career planning, vocational guidance for special students, vocational orientation, and work experience programs. An outline summary of career awareness programs throughout Washington State is also included that ranges from grades K-14 and covers activity, special interest features, and persons to contact. (EA)

ED 087 905 CE 000 996
Huffstutler, E. Vaughn McCallon, Earl L.
Study of Needs for Vocational-Technical Professional Personnel Development in Texas. Final Report.
Texas Education Agency, Austin. Div. of Occupational Research and Development.
Pub Date [73]
Note—100p.; Report of a Study made by Educational Personnel Development Consortium D (Billy N. Pope, Coordinator), Richardson, Texas, and the Texas Education Agency
EDRS Price MF-$0.75 HC-$4.20
Descriptors—*Curriculum Evaluation, *Educational Needs, Graduate Surveys, Performance Based Teacher Education, Performance Factors, State Surveys, Teacher Education, *Teacher Education Curriculum, Teacher Improvement, Teacher Qualifications, *Teaching Skills, *Vocational Education Teachers
Identifiers—Texas
This report presents the results of a study to determine the personnel development needs of teachers in vocational-technical education; to identify these needs in terms of competencies and instructional areas; to determine to what extent presently offered university courses are related to these specific competency needs; and to survey recent vocational-technical graduates in three teaching areas to determine what percent are teaching in the teaching field for which they prepared; teaching in an allied teaching field; or presently are employed in another occupation. The research project produced a matrix of personnel development needs by areas and competency clusters and a matrix of university course offerings (by clusters) and specific competencies. A follow-up study of 1,921 recent vocational-technical graduates in agriculture, home economics, and distributive education indicated that a significant number of graduates who are teaching are not teaching in an area related to their major field. The appendix includes the form

letters and survey instruments used in the study. (Author)

ED 087 906 CE 000 997
Kosy, Eugene J. Chrismer, John M.
Guidelines for Cooperative Business and Office Occupational Education.
Central Washington State Coll., Ellensburg.; Washington State Coordinating Council for Occupational Education, Olympia.
Pub Date 73
Note—107p.
EDRS Price MF-$0.75 HC-$5.40
Descriptors—*Business Education, *Cooperative Education, *Guidelines, Manuals, Occupational Guidance, *Office Occupations Education, Program Design, Program Development, *Program Planning, Statewide Planning, Vocational Education
Identifiers—*Washington
The manual for business and office education in Washington is intended to assist all in-school personnel involved in cooperative occupational education (COE), and provides step-by-step guidelines for planning programs appropriate to each school's situation. COE combines classroom learning with on-the-job training to help each student prepare for his chosen occupational objective and to make a smooth transition from school to work. Areas covered by the guidelines are: the relationship between a general knowledge base, related occupational instruction, on-the-job training, and youth organizations; administrative considerations for a COE program; "How to Do It," including personnel selection for the COE program, community promotion of COE, student placement, counseling, and evaluation, and program evaluation; and related instruction. The Washington State plan for vocational education is included together with 60 pages of appendixes and exhibits of related material. (KP)

ED 087 907 CE 000 998
Negotiated Wages and Working Conditions in Ontario Hospitals: 1973.
Ontario Dept. of Labour, Toronto. Research Branch.
Pub Date Aug 73
Note—208p.
EDRS Price MF-$0.75 HC-$10.20
Descriptors—Collective Bargaining, Collective Negotiation, *Fringe Benefits, *Hospital Personnel, Hospitals, *Tables (Data), *Unions, *Wages
This report is a statistical analysis of provisions in collective agreements covering approximately 38,000 full-time employees in 156 hospitals in the Province of Ontario. Part 1 consists of 56 tables giving information on the geographical distribution of hospital contracts, the unions that are party to them, their duration, and the sizes and types of bargaining units to which they apply. Other tables classify the agreements and employee coverage data for specific provisions by type of bargaining unit. Part 2 shows the rates of pay for selected hospital occupations within existing bargaining units. Occupations covered are classified under seven major headings: clerical, dietary, housekeeping, maintenance and engineering, nursing, nursing education, and technicians and technologists. Minimum and maximum rates are given and converted to monthly equivalents; hospital size is indicated by the number of beds. Data were obtained from 268 agreements. (Author/SC)

ED 087 908 CE 001 000
Taylor, Patricia Lee, Comp.
Community Development Training Manual for North Dakota City Auditors.
North Dakota Univ., Grand Forks. Bureau of Governmental Affairs.
Spons Agency—Department of Housing and Urban Development, Washington, D.C.
Report No—SR-29
Pub Date Sep 71
Note—109p.
EDRS Price MF-$0.75 HC-$5.40
Descriptors—*City Government, *City Officials, *Employee Responsibility, Government Employees, *Occupational Information
Identifiers—*Auditors
This publication is directed toward city auditors in North Dakota's "small towns" where the city auditor is either a volunteer or a very limited part-time position. Duties and responsibilities of the North Dakota city auditor as provided by statute are outlined. These topics are covered: the office and general duties of city auditor; official positions held ex-officio by the city auditor; special assessments; municipal budgets; city elections; annexation and zoning changes; ordinances; council form of government; and fire reporting. Sample forms which may be used by the city auditor relating to special assessments, city elections, and annexation and zone changes are included in the appendixes. (SC)

ED 087 909 CE 001 001
Conger, D. Stuart
Canadian Occupational Groups.
Training Research and Development Station, Prince Albert (Saskatchewan).
Pub Date Nov 73
Note—555p.
EDRS Price MF-$0.90 HC-$27.00
Descriptors—Career Ladders, *Catalogs, Certification, Employment Qualifications, Foreign Countries, Job Analysis, *Occupational Clusters, Occupational Guidance, *Occupational Information, Vocational Aptitude
Identifiers—*Canada
Based upon the structure of Canadian Classification and Dictionary of Occupations, the volume presents highly condensed descriptions of classification clusters representing the universe of occupational groups in the Canadian economy. It is a useful tool for vocational counselors, students, and clients. Each cluster is assigned a number; the clusters are then listed in numerical order. An alphabetical index of clusters provides a second access route. The information provided for each of the approximately 350 clusters is presented in six sections. The Work Performed Section includes a lead statement and an explanation of the work functions and activities performed in the cluster. The Aptitudes and Capacities Section develops the aptitude ratings and capacity ratings (physical activities and environmental conditions) presented in the Qualifications Profile Section. In that section, aptitude, temperament, and interest factors are considered. The Training and Entry Requirements Section alerts people to special cluster requirements. The Advancement and Transfer Possibilities Section provides examples for the occupations, not necessarily for an individual. Finally, the arrangement of occupations within a cluster is listed in the List of Occupational Titles Section. (AG)

ED 087 910 CE 001 002
Henderson County Vocational Education Curriculum Integration Project: History Report, July 1, 1970-June 30, 1973.
Henderson County Public Schools, Henderson, Ky.
Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.
Pub Date 17 Jun 73
Note—36p.
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*Career Education, Community Resources, Curriculum Development, *Educational Programs, Human Resources, *Program Descriptions, *Program Effectiveness, Program Evaluation, Tables (Data)
Identifiers—*Career Awareness, Kentucky
The objective of the three-year project was to synthesize career education concepts from the literature and from practice into a continuous occupational information program for grades one through twelve. A variety of methods was used to implement the program: teacher-made lesson plans, "hands on" activities, and in-service workshops among others. The most effective method was the utilization of community resources. As a result of the program, career education has won acceptance within all phases of the school system and the community. Curriculum guides have been developed, resource centers established, and student awareness of career opportunities has increased markedly. External evaluation (in "on-site" visitations) and internal evaluation (in the form of various instruments) have been continuous. It was possible to conclude that the Henderson County school system has changed from the traditional subject oriented curriculum to one more life centered. (Statistical data are included to support the conclusions.) (AG)

ED 087 911 CE 001 003
Holzkamper, Charlot, Ed.
Insights: Proceedings of the Conference on Consumer and Homemaking Education (Anaheim, California, November 9-10, 1970).
California Community Colleges, Sacramento. Office of the Chancellor.; California State Dept. of Education, Sacramento. Bureau of Homemaking Education.
Pub Date Nov 70
Note—44p.
EDRS Price MF-$0.75 HC-$1.85
Descriptors—Change Agents, *Changing Attitudes, *Conference Reports, Conferences, *Consumer Education, Educational Innovation, Educational Programs, *Homemaking Education, Individualized Instruction, Program Development, Program Improvement, School Community Relationship, *Speeches, Womens Education
Identifiers—*California
"Insights" presents the texts of the major addresses, panel reactions, and proceedings of the first State-wide conference on consumer and home-making education, entitled "The Challenge of Change." A theme that emerged was the need for greater cooperation between classroom and community in teaching students not only about the systems that guide their lives but also how to utilize these systems at their functional level. A second theme was that of the meaning to teachers of massive, accelerating, overwhelming change as a force, rather than an abstraction. A third theme was the challenge presented to the creative teacher by the growing sensitivity to multiple life-styles, cultures, and values that exist in every classroom and community. Other topics were the impact of change, the woman's place, individualized instruction, the dual role of women, the emerging consumer, involving community agencies and people, the market place (about deceptive advertising), and becoming a change agent. (SA)

ED 087 912 95 CE 001 008
English, Math, Science, Social Studies. Curriculum Guides for Kindergarten.
Harlandale Independent School District, San Antonio, Tex. Career Education Center.
Spons Agency—Office of Education (DHEW), Washington, D.C.; Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
Pub Date [73]
Note—99p.; See also CE 001 005-7, CE 001 009-17, CE 001 075-84
EDRS Price MF-$0.75 HC-$4.20
Descriptors—Audiovisual Aids, *Career Education, *Curriculum Development, *Curriculum Guides, *Educational Objectives, English, *Kindergarten, Mathematics, Personal Growth, Sciences, Social Studies, Teaching Methods
Identifiers—Career Awareness, Texas
The purpose of this curriculum guide is to help the kindergarten teacher in his endeavor to fulfill his teaching responsibilities. Space is provided for teachers' additions, deletions, notes and criticisms which will be useful when the guide is revised. The guide is sectioned according to subject matter (English, math, science, and social studies). Vertical columns are arranged for each subject area relating the curriculum concepts to: curriculum performance objective, bilingual, suggested curriculum teaching methods, career awareness, character education, and audio-visual and resource materials. Six pages of audio-visual source information comprise the appendix to the guide. (DS)

ED 087 913 95 CE 001 012
English, Math, Science, Social Studies. Curriculum Guides for the Fourth Grade.
Harlandale Independent School District, San Antonio, Tex. Career Education Center.
Spons Agency—Office of Education (DHEW), Washington, D.C.; Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
Pub Date [73]
Note—257p.; See also CE 001 005-11, CE 001 013-17, CE 001 075-84
EDRS Price MF-$0.75 HC-$12.60
Descriptors—Audiovisual Aids, *Career Education, *Curriculum Development, *Curriculum Guides, *Educational Objectives, English, *Grade 4, Instructional Aids, Mathematics,

Personal Growth, Sciences, Social Studies, Teaching Methods
Identifiers—Career Awareness, Texas
The purpose of this curriculum guide is to help the fourth grade teacher in his endeavor to fulfill his teaching responsibilities. Space is provided for teacher's additions, deletions, notes and criticisms which will be useful when the guide is revised. The guide is sectioned according to subject matter (English, math, science, and social studies). Vertical columns are arranged for each subject area relating the curriculum concepts to: curriculum performance objective, bilingual, suggested curriculum teaching methods, career awareness, character education, and audio-visual and resource materials. The guide closes with a 43-page section of instructional aids and 29 pages of audio-visual source information. (DS)

ED 087 914 95 CE 001 013
Language Arts, Math, Science, Social Studies. Curriculum Guides for the Third Grade.
Harlandale Independent School District, San Antonio, Tex. Career Education Center.
Spons Agency—Office of Education (DHEW), Washington, D.C.; Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
Pub Date [73]
Note—248p.; See also CE 001 005-12, CE 001 014-17, CE 001 075-84
EDRS Price MF-$0.75 HC-$11.40
Descriptors—Audiovisual Aids, Career Education, *Curriculum Development, *Curriculum Guides, *Educational Objectives, English, *Grade 3, Instructional Aids, Mathematics, Personal Growth, Sciences, Social Studies, Teaching Methods
Identifiers—Career Awareness, Texas
The purpose of this curriculum guide is to help the third grade teacher in his endeavor to fulfill his teaching responsibilities. Space is provided for teacher's additions, deletions, notes and criticisms which will be useful when the guide is revised. The guide is sectioned according to subject matter (English, math, science, and social studies). Vertical columns are arranged for each subject area relating the curriculum concepts to: curriculum performance objective, bilingual, suggested curriculum teaching methods, career awareness, character education, and audio-visual and resource materials. The guide closes with 27 pages of teaching aids and 34 pages of audio-visual source information. (DS)

ED 087 915 95 CE 001 014
English, Math, Science, Social Studies. Curriculum Guides for Second Grade.
Harlandale Independent School District, San Antonio, Tex. Career Education Center.
Spons Agency—Office of Education (DHEW), Washington, D.C.; Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
Pub Date [73]
Note—180p.; See also CE 001 005-13, CE 001 015-17, CE 001 075-84
EDRS Price MF-$0.75 HC-$9.00
Descriptors—Audiovisual Aids, *Career Education, Curriculum Development, *Curriculum Guides, *Educational Objectives, English, *Grade 2, Mathematics, Personal Growth, Sciences, Social Studies, Teaching Methods
Identifiers—Career Awareness, Texas
The purpose of this curriculum guide is to help the second grade teacher in his endeavor to fulfill his teaching responsibilities. Space is provided for teacher's additions, deletions, notes and criticisms which will be useful when the guide is revised. The guide is sectioned according to subject matter (English, math, science, and social studies). Vertical columns are arranged for each subject area relating the curriculum concepts to: curriculum performance objective, bilingual, suggested curriculum teaching methods, career awareness, character education, and audio-visual and resource materials. The guide closes with an eighteen-page section of visual aid examples and fourteen pages of audio-visual source information. (DS)

ED 087 916 95 CE 001 015
English, Math, Science, Social Studies. Curriculum Guides for the First Grade.
Harlandale Independent School District, San Antonio, Tex. Career Education Center.
Spons Agency—Office of Education (DHEW), Washington, D.C.; Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
Pub Date [73]
Note—133p.; See also CE 001 005-14, CE 001 016-17, CE 001 075-84
EDRS Price MF-$0.75 HC-$6.60
Descriptors—Audiovisual Aids, *Career Education, Check Lists, *Curriculum Development, *Curriculum Guides, *Educational Objectives, English, *Grade 1, Mathematics, Personal Growth, Sciences, Social Studies, Teaching Methods
Identifiers—Career Awareness, Texas
The purpose of this curriculum guide is to help the first grade teacher in his endeavor to fulfill his teaching responsibilities. Space is provided for teacher's additions, deletions, notes and criticisms which will be useful when the guide is revised. The guide is sectioned according to subject matter (English, math, science, and social studies). Vertical columns are arranged for each subject area relating the curriculum concepts to: curriculum performance objective, bilingual, suggested curriculum teaching methods, career awareness, character education, and audio-visual and resource materials. The guide closes with a ten page section of audio-visual source information. (DS)

ED 087 917 95 CE 001 016
Music Kindergarten-Fifth Grade: Curriculum Guide.
Harlandale Independent School District, San Antonio, Tex. Career Education Center.
Spons Agency—Office of Education (DHEW), Washington, D.C.; Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
Pub Date [73]
Note—47p.; See also CE 001 005-15, CE 001 017, CE 001 075-84
EDRS Price MF-$0.75 HC-$1.85
Descriptors—Audiovisual Aids, Career Education, *Curriculum Guides, *Elementary Grades, *Kindergarten, *Music, *Music Education, Objectives, Occupational Guidance, Teaching Methods
Identifiers—Career Awareness, *Texas
This curriculum guide for grades K-5 in music presents for each grade level the basic curriculum concept, curriculum performance objectives, suggested curriculum teaching methods, audiovisual and resource materials, performance objectives and concepts of both career awareness and character education. It is hoped that this type of curriculum design for the student will form a bridge between school and the world of work. A student learns about the subject of music while at the same time he gains awareness about possibilities of work in the field of music. (KP)

ED 087 918 95 CE 001 017
Follow-Up. Grades 8-12. Career Education Center.
Harlandale Independent School District, San Antonio, Tex. Career Education Center.
Spons Agency—Office of Education (DHEW), Washington, D.C.; Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
Pub Date [73]
Note—19p.; See also CE 001 005-16, CE 001 075-84
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Career Education, *Data Collection, *Followup Studies, Program Evaluation, *Vocational Followup
Identifiers—Texas
The Career Education Center of the Harlandale Independent School District, San Antonio, Texas, has developed a K-12 series of career oriented curriculum guides (CE 001 005-16 and CE 001 075-84). This document outlines the proposed occupational followup study for students in grades 8-12 and for five years after leaving school. Personal data will be collected on a computer scanner sheet and a career development card, both of which will be updated yearly. Suggested uses for the collected data include: identification and development of needed skills, resources, facilities, and course offerings; demonstration of the scope and effectiveness of the career awareness program and related funding; involvement of industry, business and the community; and career guidance for students. The computer forms, data sheets and questionnaires are included. (SA)

ED 087 919 CE 001 018
Hayes, Philip
Guide to the Preparation of an Area of Distribution Manual.
Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Pub Date 72
Note—100p.
EDRS Price MF-$0.75 HC-$4.20
Descriptors—Business Education, Clothing Design, *Distributive Education, *Guides, High School Curriculum, Manuals, Student Developed Materials, *Student Projects
Identifiers—*Career Awareness, South Carolina
This semester-length guide for high school distributive education students is geared to start the student thinking about the vocation he would like to enter by exploring one area of interest in marketing and distribution and then presenting the results in a research paper known as an area of distribution manual. The first 25 pages of this document pertain to procedures to follow in writing a manual, rules for entering manuals in national Distributive Education Clubs of America competition, and some summary sheet examples of State winners that were entered at the 25th National DECA Leadership Conference. The remaining 75 pages are an example of an area of distribution manual on "How Fashion Changes Relate to Fashion Designing As a Career," which was a State winner and also a national finalist. In the example manual, the importance of fashion in the economy, the large role fashion plays in the clothing industry, the fast change as well as the repeating of fashion, qualifications for leadership and entry into the fashion world, and techniques of fabric and color selection are all included to create a comprehensive picture of past, present, and future fashion trends. (EA)

ED 087 920 CE 001 019
Campbell, Broy S.
A Guide to the Preparation of a Merchandise Information Manual.
Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Pub Date 72
Note—70p.
EDRS Price MF-$0.75 HC-$3.15
Descriptors—Business Education, *Distributive Education, Guides, High School Curriculum, Manuals, Marketing, *Merchandise Information, Merchandising, Student Developed Materials, *Student Projects, Vocational Education
Identifiers—South Carolina
The purpose of this project was to present a guide for students to follow in compiling product information and presenting it in the written form of a Merchandise Information Manual. A thirteen-page introduction includes such information as purposes, planning the manual, choosing the topic, rules and specifications, arrangement, footnote and bibliographic information, and a note to teachers. The rest of the document is a Merchandise Information Manual on sterling silver prepared by Nancy Timmerman, a distributive education student, and presented as an example for students preparing similar products. (SC)

ED 087 921 CE 001 020
District Leadership Conference Planner.
Washington State Coordinating Council for Occupational Education, Olympia.
Pub Date 71
Note—143p.
EDRS Price MF-$0.75 HC-$6.60
Descriptors—*Conferences, Display Panels, *Distributive Education, Employment Interviews, *Leaders Guides, *Leadership Training, Program Planning, Salesmanship, Situational Tests, Speeches, Student Organizations
Identifiers—Distributive Education Clubs of America, Washington
This manual provides usable guidelines and planning forms and materials for planning district leadership conferences, which were designed and initiated in Washington State to meet the problems in student enrollment and, consequently, Distributive Education Clubs of Amer-

ica membership. The conferences have become a useful means to increase student-member participation and motivation, leadership development activities, and program promotion. Specific planning information is included such as: checklist of duties, site, sample agendas, budget, fees, registration, workshops and tours, competitive activities, delegates and contestants, and awards and certificates. More than three-fourths of the guide is devoted to appendixes that include charts, forms, and checklists and specific instruction/DECAthon/competitive event room layouts pertaining to mathematics of distribution, window display, speeches, situation handling, sales demonstration, and job interviews. (EA)

ED 087 922 CE 001 021
Beaumariage, G. N., Jr.
Training of Vocational Education Teachers in Research Methodology and Research Report Writing.
California State Univ., Sacramento.
Pub Date 18 Jun 73
Note—81p.
EDRS Price MF-$0.75 HC-$4.20
Descriptors—Course Content, Curriculum Guides, *Graphic Arts, *Research Methodology, Statistics, *Teacher Education, Technical Reports, *Technical Writing, *Vocational Education Teachers
Identifiers—*Schematics
A 45-hour three-unit course in research design, data collection techniques, and research report writing was prepared and taught to vocational/technology instructors. The course emphasized the relationship of design and data to the final reports in terms of techniques used. As a result of teaching the course, a second syllabus was developed allowing more time to be spent on the introduction of the subject matter. Both the original and the second syllabus are included in the document. A second result of teaching the course was to recommend that it be taught only to students who had taken a course in technical report writing. (The bulk of the document is devoted to chapters on schematics and statistics to be used in the course. The statistics chapter covers data and its arrenagement; measures of mean, median, mode, and dispersion (range, average deviation, variance, standard deviation); correlation; and linear regression. The schematics chapter discusses coding, electrical and pipe schematics, organization schematics, information and material flow schematics, and related material. Many schematic diagrams are provided as examples.) (AG)

ED 087 923 CE 001 022
Career Development Exemplary Project. An Interdisciplinary Course of Study for Grades 1-6. (First Draft).
District of Columbia Public Schools, Washington, D.C. Dept. of Career Development.
Pub Date Jun 73
Note—98p.; A few pages of this document may not reproduce clearly
EDRS Price MF-$0.75 HC-$4.20
Descriptors—*Career Education, *Curriculum Guides, *Curriculum Planning, *Elementary Schools, Pilot Projects, Program Planning, Teaching Guides, Vocational Development
Identifiers—*District of Columbia
This handbook provides a guide for elementary school teachers in developing a curriculum around five general concepts: there is dignity in all work; the life of a culture depends on its workers who produce goods and services; there are many different kinds of work; mankind uses tools for work; and work has rewards. Each section covers a different level of concept exploration. The first level outlines general concepts, more specific sub-concepts, behavioral objectives for the child in terms of concept investigation, and various suggestions for teachers to relate the behavioral objectives and concepts to the areas of language arts, mathematics, social studies, and science. Further sections list specific teacher aids and activities used to reinforce those concepts that apply to career development. The areas of art, music, physical education, and tool technology are also explored in terms of career development concepts. Lists of books, stories, films, songs, records, art activities, music activities, puzzles, games, physical activities, and tool technology projects are included. (KP)

ED 087 924 95 CE 001 023
Black, Fred P.
Development of Media Materials for an Exemplary Career Education Project. Final Report.
Wyoming State Dept. of Education, Cheyenne.
Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
Bureau No—V261003L
Pub Date 20 Aug 73
Grant—OEG-0-72-0818
Note—21p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Audiovisual Aids, *Audiovisual Coordinators, *Audiovisual Programs, *Career Education, Instructional Media, *Media Specialists, *Media Technology, Multimedia Instruction
The objectives of this project were to provide Central Wyoming College and School District No. 25 with an audiovisual media specialist who would be able to develop audiovisual materials and programs to complement existing learning activity packets, as well as supplemental materials. Program integration was sought between the college and high school instructors by sharing and developing materials so that the articulation between the two groups would be facilitated. An audiovisual coordinator served as a consultant and media developer for all occupational areas and all grade levels within the K-14 exemplary program. Over 124 individual presentations were made of the material developed, including slide-tapes, video-tapes, and talking books. Career counseling was initiated at the community college through testing, individual student counseling, and a follow-up of career orientation through exposure to career clusters by video-tapes and slide-tapes. Specific guidance and counseling materials were also developed into slide-tape presentations. A third-party evaluation concluded that the project's objectives had been adequately met and that it is economically feasible to implement a media-coordinator project to support career education programs. (A list of programs and materials produced is appended.) (SC)

ED 087 925 95 CE 001 024
Woolsey, James W. Bula, Ronald J.
Analysis of Industrial Supervisor Tasks in North Central VTAE [Vocational, Technical and Adult Education] District.
North Central Technical Inst., Wausau, Wis.
Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
Pub Date Jun 73
Note—21p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Data Analysis, Data Collection, *Industrial Personnel, Observation, Occupational Information, Occupational Surveys, Program Development, Questionnaires, *Supervisors, *Supervisory Activities, *Task Analysis
Twenty-eight industrial supervisors from nine different firms in the North Central VTAE District were selected by the management of their firm to take part in supervisor task analysis. The results of the analysis were to be incorporated into a supervisory training program. The survey instrument was divided into three sections: demographic data, direct task observations, and questionnaire answers. Presenting the data accumulated in a sample instrument identifying the frequency for each task, the frequency rank value assigned, and the mean significance of the task (reported by the supervisors), revealed that there was a significant difference between the actual tasks performed (as observed by researchers) and the tasks reported performed on the questionnaire. There was also a real difference between mean level of significance in the task analysis and questionnaire portions of the study, and there were no real correlations between frequency of tasks actually performed and the reported levels of significance for those tasks. With specific limitations understood, the data could be used to design a two-dimensional profile of the observed tasks and one for the "less than routine" tasks. (AG)

ED 087 926 CE 001 025
Crowther, Roger, Ed.
Your Choice Beyond a Degree.
Careers Research and Advisory Centre, Cambridge (England).
Pub Date 72
Note—225p.; For related documents, see CE 001 026-8
Available from—Careers Research and Advisory Centre, Bateman Street, Cambridge CB2 1LZ (paperback, 45 pence)
Document Not Available from EDRS.
Descriptors—*Career Planning, *College Bound Students, College Majors, *Degree Requirements, *Employment Trends, Foreign Countries, National Surveys, Paperback Books, Tables (Data)
Identifiers—*Great Britain
A major aim of this book (part of the Careers Research and Advisory Centre Choice Series) is to assist college bound students in England who are about to choose their degree course of study, to understand the implications, especially those reflecting recent employment trends for graduates, of their choice in career terms. Section I contains two chapters that explore the importance of one's educational or working environment, related factors influencing course or job decisions, and sources of help in decision-making. Section II portrays what has happened to past graduates and the trends which may affect employment prospects in the future. Statistical returns on employment for broad groupings of graduate s (e.g., arts, social sciences) from 1963-70 are presented in table form. Individual subject areas are explored further by coverage (including tables) of the employment patterns of graduates in each of 45 particular degree subject groups. The last section includes further information and advice including an occupational categories index related to degree subjects, addresses pertaining to specific employment and vocational guidance, and a listing of the availability of useful books. (EA)

ED 087 927 CE 001 026
March, Peter Smith, Michael
Your Choice at Eighteen Plus. A Guide to Decisions after A-Level.
Careers Research and Advisory Centre, Cambridge (England).
Pub Date 71
Note—184p.; For related documents, see CE 001 025, CE 001 027-8
Available from—Careers Research and Advisory Centre, Bateman Street, Cambridge CB2 1LZ (paperback, 45 pence)
Document Not Available from EDRS.
Descriptors—*Career Planning, College Bound Students, Employment Opportunities, Foreign Countries, *Higher Education, Interviews, Paperback Books, Professional Associations, *Professional Education
Identifiers—*Great Britain
A part of The Careers Research and Advisory Centre Choice Series, this book is written for eighteen year-old or eighteen-plus students in England, and who have completed thirteen years of full-time education and are involved in career planning for the future. Section I, Destinations, explores personal assessment of the individual and the world of work, careers after A-level (the national examination taken at age eighteen), and the employment opportunities in small-scale manufacturing. Section II, Routes, includes a broad perspective of higher education as well as specific discussions of the universities, the newly formed degree-level polytechnic institutions, the colleges of education for prospective teachers, and other higher education centers, such as colleges offering full-time and part-time programs. In Section III, Transition, which covers college and job interviews, the possibility of postponing university entry, and preparation for the student role, suggestions are given for coping with the transitional period. Approximately 50 pages are devoted to appendixes, bibliography, and international sources. The appendixes include listings of general subject areas and what they include, combinations of A-level higher education possibilities, entrance requirements for major professional bodies in chart form, and a descriptive checklist of professional bodies. (EA)

ED 087 928 CE 001 027
March, Peter Smith, Michael
Sixteen Plus Choice. A Guide to the Decisions Facing the Sixteen-Year Old.
Careers Research and Advisory Centre, Cambridge (England).
Pub Date 72
Note—130p.; For related documents, see CE 001 025-6, CE 001 028

Available from—Careers Research and Advisory Centre, Bateman Street, Cambridge CB2 ILZ (paperback, 45 pence)
Document Not Available from EDRS.
Descriptors—Career Choice, *Career Planning, *College Preparation, Curriculum, *Employment, Foreign Countries, Paperback Books, *Secondary Education, Tables (Data)
Identifiers—*Great Britain
A part of The Careers Research and Advisory Centre Choice Series, this book is written for sixteen year-old or sixteen plus students in England faced with the decision of staying at school and entering sixth form (non-compulsory grades for study for one, two, or three years beyond sixteen), continuing studies at a college of further education, or leaving school and getting a job. A section is devoted to the exploration of each of these alternative routes. The section on the sixth form covers 0-level or CSE examinations (Certificate of Secondary Education), courses of study, and selection of subjects. The college section includes coverage of college titles, qualifications, range of further education courses, levels of courses, national diplomas and certificates, examinations and examining bodies, and college applications. Getting a job is discussed in terms of career possibilities as related to enjoyable and successful school subjects while time to begin a job is assessed according to attitudes, achievements, opportunities available, limiting restrictions and financial situation. Approximately 40 pages are devoted to appendixes and tables indicating the wide range of careers after A-level subjects (college preparatory), degree subjects available, and a careers index outlining entry to a large number of careers. (EA)

ED 087 929 CE 001 028
Matthew, Veronica Smith, Michael
Your Choice at Fourteen Plus. A New Guide for the Fourteen Year-Old.
Careers Research and Advisory Centre, Cambridge (England).
Pub Date 72
Note—193p.; For related documents, see CE 001 025-7
Available from—Careers Research and Advisory Centre, Bateman Street, Cambridge CB2 ILZ (paperback, 45 pence)
Document Not Available from EDRS.
Descriptors—*Career Choice, *Career Planning, College Preparation, *Elective Subjects, Foreign Countries, Paperback Books, *Secondary Education, Tables (Data)
Identifiers—*Great Britain
Part of The Careers Research and Advisory Centre Choice Series, this book is written for fourteen year-old or fourteen plus students in England who, for the first time, have a choice in the selection of their school subjects. It covers topics such as decision-making, maintaining a well-balanced educational schedule, and preparing for examinations at sixteen plus (Certificate of Secondary Education or General Certificate of Education: ordinary level). With more educational hurdles, requirements, and major examinations in their schooling as compared to American students, it is important for students in England to allow for flexibility, to keep career doors open as long as possible, and to allow coverage of subject requirements, for any tentative career ideas. Immediate choices will have a bearing on future openings such as sixth form colleges of further education (technical) or colleges of higher education (polytechnics, colleges of education, and universities). Two-thirds of the book consists of a reference section to serve as an informational source for students as to: GCE subjects required by professional bodies, GCE-0-level subjects acceptable by professional bodies, university 0-level requirements, and career requirements (approximately 70 pages of a careers index covering 21 broad career areas). (EA)

ED 087 930 CE 001 029
Crowley, Tony
Finding A Job.
Careers Research and Advisory Centre, Cambridge (England).
Pub Date 72
Note—32p.; For related documents, see CE 001 030-1
Available from—Careers Research and Advisory Centre, Bateman Street, Cambridge CB2 ILZ (price not listed)
Document Not Available from EDRS.
Descriptors—Ability, *Career Education, Employment Interviews, Interests, *Job Applicants, *Job Application, Jobs, Self Evaluation, Workbooks
Identifiers—*Great Britain
Part of The Careers Research and Advisory Centre Bull's Eye Series, this career program booklet is to be used as a workbook to assist students in finding jobs. Topics covered are assessment of individual abilities and interests, ways to find a job, replies to advertisements, filling in application forms, job entrance tests, and job interviews. (EA)

ED 087 931 CE 001 030
Crowley, Tony
Choosing a Job.
Careers Research and Advisory Centre, Cambridge (England).
Pub Date 72
Note—32p.; For related documents, see CE 001 029, CE 001 031
Available from—Careers Research and Advisory Centre, Bateman Street, Cambridge CB2 ILZ (price not listed)
Document Not Available from EDRS.
Descriptors—Ability, *Career Education, Interests, *Jobs, Job Satisfaction, Job Skills, Self Evaluation, Workbooks
Identifiers—*Great Britain
Part of The Careers Research and Advisory Centre Bull's Eye Series, this career program booklet is to be used as a workbook to assist students in choosing a job. The workbook is concerned mainly with helping a student look at himself and his interests and abilities, see a job as a way of life, and begin thinking about various job possibilities. (EA)

ED 087 932 CE 001 031
Crowley, Tony
Starting a Job.
Careers Research and Advisory Centre, Cambridge (England).
Pub Date 73
Note—32p.; For related documents, see CE 001 029-30
Available from—Careers Research and Advisory Centre, Bateman Street, Cambridge CB2 ILZ (price not listed)
Document Not Available from EDRS.
Descriptors—*Career Education, Employment Qualifications, *Entry Workers, *Jobs, Job Satisfaction, Workbooks
Identifiers—*Great Britain
Part of The Careers Research and Advisory Centre Bull's Eye Series, this career program booklet is to be used as a workbook to assist students with pertinent tips in starting a job. Topics covered are national insurance, wages and deductions, safety, trade unions, job adjustment, further education, and keeping in touch with the careers officer. (EA)

ED 087 933 CE 001 032
March, Peter Western, Tony
Lift Off from School.
Careers Research and Advisory Centre, Cambridge (England).
Pub Date 73
Note—32p.
Available from—Careers Research and Advisory Centre, Bateman Street, Cambridge CB2 ILZ (price not listed)
Document Not Available from EDRS.
Descriptors—*Career Education, Employment Interviews, Job Application, *Jobs, Job Skills, Workbooks, Work Environment
Identifiers—*Great Britain
This career program workbook on jobs can provide information for students in the areas of: knowing who can assist them, various job groupings, work environments, job descriptions, personal assessment, job skills, decision-making, job openings, application letters and forms, and job interviews. (EA)

ED 087 934 CE 001 033
Smith, Clifford E.
The Donkey and the Stick: Revisited.
Iowa State Univ. of Science and Technology, Ames. Industrial Relations Center.
Report No—WP-1973-06
Pub Date [73]
Note—13p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Discipline, *Employees, *Employer Employee Relationship, Individual Needs, Industrial Personnel, *Industrial Relations, Job Satisfaction, Management, *Motivation Techniques, *Needs, Paradox, Rewards
The fable of the "Donkey and the Stick" is used as an analogy to present day industrial relations problems. The managerial approach of autocratic leadership has long since outlived its usefulness; rewards based along Maslow's hierarchy of needs should be used for employee motivation. The point is made from the fable that employees can't be motivated to work out of fear or threat and that they have certain needs which must be fulfilled by their jobs. The degree to which these needs are fulfilled by the job is the degree to which they will be motivated to work. (DS)

ED 087 935 CE 001 034
McKenna, Ian B.
Labour Market Experience of Persons Who Received Advance Notice of Employment Termination.
Ontario Dept. of Labour, Toronto. Research Branch.
Pub Date Aug 73
Note—13p.; Employment Information Series n4
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Employment Patterns, *Employment Problems, *Employment Statistics, *Job Layoff, *Labor Market, Unemployed, *Unemployment
A statistical survey was taken of the labor market experience of persons who received advance notice of employment termination, their success in finding new jobs, the factors that affected their finding new jobs, and the means of obtaining a new job. The report includes tabulated statistics for: mass and individual terminations by job finding success; persons using notice period to seek new employment; persons who found jobs as a percentage of those terminated by sex and marital status; usefulness of contacts during notice period in finding new jobs, as a percentage of the total and by age group; methods of finding new jobs; length of job search; and the time taken to find new jobs. Among the findings was the indication that those who used the notice period to search for jobs had greater success in finding new employment. (DS)

ED 087 936 CE 001 035
Apprenticeship Opportunities in the State of Washington.
Washington State Coordinating Council for Occupational Education, Olympia.
Pub Date [73]
Note—72p.
EDRS Price MF-$0.75 HC-$3.15
Descriptors—*Apprenticeships, Building Trades, *Craftsmen, Job Skills, Machinists, Metal Working Occupations, *Occupational Choice, Occupational Guidance, Printing, Qualifications, Service Occupations, State Agencies, *Trade and Industrial Education, *Vocational Counseling, Vocational Education, Wages
Identifiers—*Washington
This handbook is designed to provide educators, counselors, employment advisors, and similar personnel in the State of Washington with a handy reference to the apprenticeable trades. Concise thumbnail sketches for use in discussions and vocational counseling of individuals detail opportunities, entrance requirements, helpful school subjects, and wages earned for apprenticeship in 38 crafts in the building, machine and metal, and service and miscellaneous trades. Other service and miscellaneous trades offering apprenticeship in limited numbers are listed without descriptions, as are apprenticeships in printing and allied trades. General information on apprenticeship in Washington State is offered, with addresses of agencies in the State to contact for more detailed information. (AJ)

ED 087 937 CE 001 037
Recommendation 30: Professional Engineering Training in Generation and Transmission.
Electricity Supply Industry Training Board, London (England).
Pub Date Jul 73
Note—42p.
Available from—Electricity Supply Industry Training Board, 30 Millbank, London SW1P4RD, England
EDRS Price MF-$0.75 HC-$1.85

Descriptors—*Educational Programs, *Electrical Occupations, *Engineering Education, Foreign Countries, Program Guides, Skilled Occupations, Technical Education, Trade and Industrial Education, Training
Identifiers—*Great Britain
The education and training provision set out in this recommendation are designed to develop suitable entrants to electricity boards for responsibilities as engineers in generation and transmission in Great Britain. The first objective is therefore to provide the trainee with the knowledge necessary to undertake a specific appointment immediately after training in the operation and maintenance or the development and construction aspects of generation, or in transmission. From such appointments he will develop both in confidence and in ability, and it is to be expected that trainees who have undertaken studies in engineering to degree or equivalent level may quickly gain sufficient experience to make them suitable for wider responsibilities. Thus a second objective must be to provide a wider understanding of the principles and practice of generation and transmission, together with supervisory and management techniques which will, as an engineer's career develops, enable him to build up knowledge and experience in whichever field of generation or transmission he enters. The layout of the recommendation follows the same lines as that for recommendation 31 (CE 001 038) dealing with technical training. Typical programs for professional engineering training in generation and transmission are given in the appendix. (Author/DS)

ED 087 938 CE 001 038
Recommendation 31: Technician Engineering Training in Generation and Transmission.
Electricity Supply Industry Training Board, London (England).
Pub Date [Jul 73]
Note—45p.
Available from—Electricity Supply Industry Training Board, 30 Millbank, London SW1P4RD, England
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*Educational Programs, *Electrical Occupations, *Engineering, *Engineering Education, *Engineering Technicians, Foreign Countries, Program Guides, Skilled Occupations, Technical Education, Trade and Industrial Education, Training
Identifiers—*Great Britain
This recommendation is complementary to recommendation 30, (CE 001 037) on professional training, and preserves the opportunities for transfer which have always been part of the British Electricity Supply Industry Board's schemes. The two together supersede the sections of Recommendation 5 that refer to the education and training of generation and transmission engineers. The distinction is not made between technician engineers and technicians in electricity supply and the term technician engineering trainee is used for all of those covered by the present recommendation. Topics covered are: (1) responsibilities of generation and transmission engineers, (2) recruitment and entry qualifications, (3) length and pattern of training, (4) educational courses, (5) types of training, (6) safety, and (7) administration. Educational courses appropriate for technician engineering training in generation and transmission are listed and discussed in the appendixes. (Author/DS)

ED 087 939 CE 001 040
Rogers, Frances E.
A Guide to the Preparation of a Creative Marketing Project.
Clemson Univ., S.C. Vocational Education Media Center.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Pub Date 72
Note—65p.
EDRS Price MF-$0.75 HC-$3.15
Descriptors—Business Education, Demonstration Projects, *Distributive Education, Educational Programs, Guides, High School Curriculum, *Manuals, *Marketing, Student Developed Materials, *Student Projects, Vocational Education
Identifiers—South Carolina
The Creative Marketing Project is a group study in marketing for distributive education students, designed to take up at least one semester. The document uses a project developed by students in the distributive education department of the Marion-Mullins Vocational Education Center, entitled "The Shopping Story, Mullins, S.C.," to provide a step-by-step guide to the stages involved in the preparation of such a project and the preparation of the report of the project. All aspects are included, from the design of the cover page to the appropriate data to be included in an appendix, with special emphasis given to creativeness in presentation. (Section containing photographs is deleted due to non-reproductibility.) (KP)

ED 087 940 CE 001 057
Spice, Richard D.
Characteristics for Personal and Leadership Development as an Integral Part of Instruction for Vocational Students.
Washington State Coordinating Council for Occupational Education, Olympia.
Pub Date Jan 73
Note—22p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Behavior Development, Educational Programs, Employee Attitudes, *Individual Development, Industrial Education, Job Satisfaction, Leadership Qualities, Leadership Training, Learning Activities, Personal Growth, Student Organizations, *Teaching Guides, Vocational Development, *Vocational Education, *Work Attitudes
The document is a response to the evidence indicating that the majority of workers who lose (or are unhappy in) their jobs, do so because of factors other than lack of job skills and that those seeking employment must possess more than just job skills to be successful. Since the task of vocational educators is to prepare students for successful employment, it is necessary that vocational programs include instruction and activities that develop both job skills and personal and leadership abilities. This instructor's guide is intended to assist in the development of a curriculum which will meet these objectives. A personal and leadership instructional package for vocational students makes up three-fourths of the guide. It is divided into four sections: personal development, social attributes, leadership skills, and job knowledge. Within each section the material is presented in four columns: performance goal, required knowledge, learning activities, and references and aids. (Author/SA)

ED 087 941 CE 001 061
Special Training Aids for Remedial Students.
Arizona State Industrial School, Ft. Grant. Dept. of Vocational Education.
Pub Date 73
Note—166p.
EDRS Price MF-$0.75 HC-$7.80
Descriptors—*Dropout Programs, Farm Labor, Floriculture, *Instructional Aids, Landscaping, Nursery Workers (Horticulture), *Potential Dropouts, *Precision Teaching, Skilled Workers, Unit Plan, Unskilled Occupations, Veterinary Assistants, *Vocational Education
Identifiers—Arizona
This document consists of vocational education teaching aids that originated in a special needs summer workshop at Arizona State Industrial School; the units are aimed at the potential dropout/special needs type of student (rather than the handicapped) who because of cultural, psychological, or aptitudinal reasons is not able to operate on a regular program. Consequently, each unit is defined further into sub-units, and precision-type teaching is used to check students step-by-step on the carrying out of objectives and activities. For instance a veterinarian's helper unit is broken down further into areas of aiding veterinarian with treatment, grooming animals, nursing animals, cleaning reception room, helping clients, and feeding animals. Other units included are shoe repairing, lapidary, florist, silversmithing, nursery worker, gardening, cotton farm laborer, cabinet-countertop production worker, and concrete finisher's helper. (EA)

ED 087 942 CE 001 063
Tennessee Research Coordinating Unit for Vocational Education. Final Report. July 1, 1972-June 30, 1973.
Tennessee Univ., Knoxville. Occupational Research and Development Coordinating Unit.
Spons Agency—Tennessee State Board for Vocational Education, Nashville.
Report No—IS-19
Pub Date 73
Note—63p.; Appendix A is of marginal legibility
EDRS Price MF-$0.75 HC-$3.15
Descriptors—Annual Reports, *Educational Research, Information Dissemination, Information Retrieval, Occupational Information, *Research Coordinating Units, Research Libraries, Research Projects, *Vocational Education
The objectives of the Tennessee Research Coordinating Unit (RCU) are: to collect and disseminate information on occupational research; to stimulate, encourage, and conduct occupational education research projects; and to coordinate such research activities. Information retrieval and dissemination components include a central library, fifteen regional resource centers, three regional research and development offices, and the Selective Dissemination of Information Sub-System. Use was made of microfiche and computer searches. Funds were made available through a mini-grant program for local practitioners to conduct small projects of their own. Abstracts of completed projects appear in an appendix. Presentation, conference, and consultation activities for the year are listed. Research activities for the year include: refinement of the Management Information System, Project INFOE (Information Needed for Occupational Entry), selected data for educational planners, student follow-up, evaluation of a self-administered evaluative checklist, survey of regional research and development offices, report on career education and the school counselor, and analysis of the mini-grant projects. Funded projects and future activities are listed. Publications of the RCU are listed in an appendix. (SC)

ED 087 943 CE 001 064
Otte, Elroy Webb, Earl S.
Factors Affecting the Educational and Career Choices of Agricultural Education Graduates at Texas A and M University, 1960-1964.
Texas A and M Univ., College Station. Dept. of Agricultural Education.
Pub Date Feb 70
Note—13p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Agricultural Education, College Graduates, Curriculum Development, *Curriculum Evaluation, Educational Research, Followup Studies, *Graduate Surveys, Placement, Teacher Education, *Teacher Education Curriculum
The study had three purposes: to obtain information concerning the careers of graduates of the Department of Agricultural Education at Texas A and M to be utilized in counseling, to obtain information pertinent to curriculum improvement, and to provide information for improving placement services. Data from a questionnaire sent to 208 former students and an information sheet with data from the files of the Office of the Associate Dean for Instruction, College of Agriculture, determined that most graduates chose Texas A and M because of the academic standards and were influenced by teachers of vocational agriculture in their choice of college and major field. Most of the graduates had agriculture backgrounds, and 27.6 percent entered vocational agriculture teaching as their employment. At the time of the study, 23.7 percent were still teaching vocational agriculture, but governmental service replaced teaching of other subjects as the second-largest area of employment. The inability to find a teaching position led 32.8 percent to enter other professions. Median salary ranged from $5,136 at first employment to $8,852 at the time of the study. Adding business management courses to the curriculum was suggested by 77.5 percent. Seventy-three percent said student teaching had helped them in their present occupation. (AG)

ED 087 944 CE 001 065
Williams, Henry L. Webb, Earl S.
Curricular Choices and Performance of Students in the College of Agriculture at Texas A and M University.
Texas A and M Univ., College Station. Dept. of Agricultural Education.
Pub Date Jul 71
Note—14p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Academic Achievement, *Agricultural Education, Change Agents, College Choice, *College Curriculum, *Curriculum Research, Educational Research, Higher Education, Participant Satisfaction, Student Attitudes, *Student Placement

Identifiers—*Curriculum Choice, Texas

The research was designed to determine the net effect of changes by students from one curriculum to another as measured by grades and expressed satisfaction with choices, in order to obtain information to be used in counseling. On the basis of information from the Office of Associate Dean for Instruction in the College of Agriculture, the Registrar's Office, and questionnaires from 344 senior, male, Texas-resident students of the College in the Fall semester of 1969, several determinations were made. (1) Factors influencing students to major in agriculture were: college teachers for the changers, parents and vocational agriculture teachers for the non-changers. Experience factors influenced both groups. (2) Stability of choice of curricula was associated with the size of high school graduating classes (students from smaller classes changing less frequently), with the size of the hometown (percent of non-changers inversely related to size), and with the student's satisfaction with the person influencing the selection of the University and with the person influencing the choice of major. (3) Mean scholastic aptitude test scores were higher for changers than non-changers. (4) The academic performance was better for non-changers. On the basis of the information gathered, brief conclusions were presented and recommendations proposed. (AG)

ED 087 945 CE 001 066

Steakley, Derrell Lee Webb, Earl S.

Characteristics Contributing to the Success of Young Farmer Chapters.

Texas A and M Univ., College Station. Dept. of Agricultural Education.

Pub Date Oct 72

Note—11p.

EDRS Price MF-$0.75 HC-$1.50

Descriptors—*Educational Research, *Organizations (Groups), *Program Evaluation, Program Improvement, Program Proposals, *Success Factors, *Young Farmer Education

Identifiers—Texas

The purpose of the study was to obtain information that would add to the knowledge available to personnel at State and local levels in order to develop recommendations to enhance the performance of the young farmer program. One hundred thirty-eight young farmer chapters constituted the sample for the study and were rated at three levels by area supervisors of vocational agriculture on the basis of questionnaire responses from the advisors of the chapters sampled. Chapters considered to be highly successful had significantly higher ratings assigned to the importance of young farmer chapters by advisors, younger members, more members who had completed high school and had one college degree, and more members engaged in an agricultural occupation other than production agriculture. There were also more meetings with more people in attendance, more community service activities, and more resource people used in teaching in the high level chapters. Finally, there were significantly more teachers of vocational agriculture employed in the schools where chapters were ranked high. Ten recommendations for improving the Texas young farmer program were made on the basis of the conclusions. (AG)

ED 087 946 95 CE 001 107

Duplication, Gaps and Coordination of Publicly Funded Skill Training Programs in 20 Cities. Volume II.

National Planning Association, Washington, D.C. Center for Priority Analysis.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jul 72

Grant—OEG-0-71-3707

Note—499p.

EDRS Price MF-$0.90 HC-$23.40

Descriptors—Educational Programs, Efficiency, *Entry Workers, Federal Aid, *Federal Programs, Manpower Development, Manpower Utilization, *Program Administration, Skill Centers, *Skill Development, Staff Utilization, Student Characteristics, Tables (Data), *Urban Areas, Vocational Education

Identifiers—Manpower Programs

A study of duplications in public skill training programs in twenty American cities resulted in a two-volume report. Volume One (ED 068 706) summarized and drew conclusions from the individual city reports contained in Volume Two. "Skill training" is used to mean all programs whose major purpose is the imparting of marketable skills to enrollees preparing for their first skilled positions in the world of work. The cities studied in this regard are: Allentown, Pa.; Birmingham, Ala.; Boston, Mass.; Charlotte, N.C.; Chicago, Ill.; Denver, Colo.; Detroit, Mich.; Fort Worth, Tex.; Hartford, Conn.; Jacksonville, Fla.; Kansas City, Mo.; Los Angeles, Calif.; Memphis, Tenn.; New Orleans, La.; Portland, Ore.; Rochester, N.Y.; Sacramento, Calif.; Toledo, Ohio; Washington, D.C.; and Wilmington, Del. The narrative section for each city discusses occupational education, occupational offerings (selected services and student characteristics), overlap, duplications, and gaps, (programs compared with the local labor market needs and with population groups), and management, administration, and coordination. It concludes with a summary. Data tables accompany each city's report. (AG)

ED 087 947 CE 001 200

Abstracts of Instructional Materials in Vocational and Technical Education (AIM), Volume 6, Number 2.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 73

Note—114p.

Available from—AIM, The Center for Vocational and Technical Education, 1960 Kenny Road, Columbus, Ohio 43210 (Subscription rates: $11.00 for one year, $18.00 for two years, and $27.00 for three years)

EDRS Price MF-$0.75 HC-$5.40

Descriptors—*Abstracts, Agricultural Education, Business Education, Career Education, Distributive Education, Health Occupations Education, Home Economics Education, *Indexes (Locaters), Industrial Arts, *Instructional Materials, *Technical Education, Trade and Industrial Education, *Vocational Education

As a quarterly publication announcing the availability of vocational and technical education instructional materials assembled by the Center, the document is of particular interest to teachers, curriculum specialists, and educators directly related to classroom instruction. In a 200-word condensation of each report, the abstracts attempt to present the means used to develop the material, its purpose, teacher competency, student requirements, and a description of supplementary materials, if available. Author, subject, and document number indexes provide entry to the abstracts. This issue continues the expanded announcement of career education materials in AIM, as career education provides a focal point in American educational curriculum revision. (AG)

ED 087 948 CE 001 201

Abstracts of Instructional Materials in Vocational and Technical Education (AIM), Volume 6, Number 3.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 73

Note—111p.

Available from—AIM, The Center for Vocational and Technical Education, 1960 Kenny Road, Columbus, Ohio 43210 (Subscription rates: $11.00 for one year, $18.00 for two years, and $27.00 for three years)

EDRS Price MF-$0.75 HC-$5.40

Descriptors—*Abstracts, Agricultural Education, Business Education, Career Education, Distributive Education, Health Occupations Education, Home Economics Education, *Indexes (Locaters), Industrial Arts, *Instructional Materials, *Technical Education, Trade and Industrial Education, *Vocational Education

As a quarterly publication announcing the availability of vocational and technical education instructional materials assembled by the Center, the document is of particular interest to teachers, curriculum specialists, and educators directly related to classroom instruction. In a 200-word condensation of each report, the abstracts attempted to present the means used to develop the material, its purpose teacher competency, student requirements, and a description of supplementary materials, if available. Author, subject, and document number indexes provide entry to the abstracts. This issue continues the expanded announcement of career education materials in AIM, as career education provides a focal point in American educational curriculum revision. (AG)

ED 087 949 CE 001 202

Abstracts of Research Materials in Vocational and Technical Education (ARM), Volume 6, Number 2.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 73

Note—233p.

Available from—ARM, The Center for Vocational and Technical Education, 1960 Kenny Road, Columbus, Ohio 43210 (Subscription rates: $11.00 for one year, $18.00 for two years, and $27.00 for three years)

EDRS Price MF-$0.75 HC-$11.40

Descriptors—*Abstracts, Agricultural Education, Business Education, Career Education, Distributive Education, Educational Research, Health Occupations Education, Home Economics Education, Indexes (Locaters), Industrial Arts, *Research Projects, *Research Reviews (Publications), *Technical Education, Trade and Industrial Education, *Vocational Education

The quarterly publication presents abstracts of research materials relevant to the field of vocational and technical education. Designed especially for researchers and others interested in vocational and technical education, the publication provides information on research and related materials presently available, as well as on projects in progress. The abstracts consist of 200-word condensations including the purpose, procedure, results, and conclusions of the research activity, when applicable. Subject, author, and document number indexes provide entry to the abstracts. The research projects in progress section includes abstracts of projects funded by Public Law 90-576, Part C. Project titles are listed by State in this section. (AG)

ED 087 950 CE 001 203

Abstracts of Research Materials in Vocational and Technical Education (ARM), Volume 6, Number 3.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 73

Note—216p.

Available from—ARM, The Center for Vocational and Technical Education, 1960 Kenny Road, Columbus, Ohio 43210 (Subscription rates: $11.00 for one year, $18.00 for two years, and $27.00 for three years)

EDRS Price MF-$0.75 HC-$10.20

Descriptors—*Abstracts, Agricultural Education, Business Education, Career Education, Distributive Education, Educational Research, Health Occupations Education, Home Economics Education, Indexes (Locaters), Industrial Arts, *Research Projects, *Research Reviews (Publications), *Technical Education, Trade and Industrial Education, *Vocational Education

The quarterly publication presents abstracts of research materials relevant to the field of vocational and technical education. Designed especially for researchers and others interested in vocational and technical education, the publication provides information on research and related materials presently available, as well as on projects in progress. The abstracts consist of 200-word condensations including the purpose, procedure, results, and conclusions of the research activity, when applicable. Subject, author, and document number indexes provide entry to the abstracts. The research projects in progress section includes abstracts of projects funded by Public Law 90-576, Part C. Project titles are listed by State in this section. (AG)

CG

ED 087 951 CG 008 269
Marcos, Luis R.
On the Assessment of Psychopathology in the Puerto Rican Patient.
Pub Date Jun 73
Note—8p.; Paper presented at the Meeting of the American Orthopsychiatric Association (50th, New York, N. Y., 1 June 1973)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Bias, Cultural Awareness, *Cultural Differences, Culturally Disadvantaged, Ethnic Groups, *Patients (Persons), *Psychological Evaluation, *Puerto Ricans, Social Discrimination, Speeches
This paper indicates the necessity for clinicians, especially Anglo-American clinicians, who provide services to individuals from the Puerto Rican population, to be conscious of their possible prejudice toward them; they should also be aware of the negative attitude which frequently occurs on the part of the patient. It is crucial that clinicians be sensitized to the culturally-based attitudes and beliefs prevalent among Puerto Ricans and to their healthy, as well as pathological, dispositions. Finally, when it is necessary to interview the patient in English, the clinician must be aware of the effects of the language on the content of the verbal productions of the patient and should evaluate any cues carefully before deeming them indicators of psychopathology. (Author)

ED 087 952 CG 008 381
Hansen, Richard A. Neujahr, James L.
A Comparison of Career Development between Males and Females Gifted in Science.
Pub Date Aug 73
Note—9p.; Paper presented at the American Psychological Association, Montreal, Canada, 26-31 August 1973
EDRS Price MF-$0.75 HC-$1.50
Descriptors—College Majors, Followup Studies, *High School Students, *Research Projects, *Science Careers, *Sex Differences, *Vocational Development
In 1959-61 data were collected from high school students gifted in science. Followup data were collected in 1971-72. In high school, males and females were similar in IQ and intention to pursue science. They differed in math and science standardized test scores, participation in science, and the particular branch of science in which they were interested. Differences in the science area of interest persisted through graduate school, although there were no differences in the proportions of males and females actually in science. Males and females were equally likely to receive a B. A. or a graduate degree but males were more likely to publish in science and to work in science or teaching. (Author)

ED 087 953 CG 008 432
Strong, Stanley R.
A Systems Model Of Behaving Organisms and Persons: Implications to Behavior Change in Counseling.
Minnesota Univ., Minneapolis. Office for Student Affairs.
Pub Date 31 Aug 73
Note—29p.; Research Bulletin, v14 n1
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*Behavior Change, *Behavior Development, Bulletins, Motivation, Social Behavior, *Social Environment, Socialization, Symbolic Learning, *Systems Approach
The behaving organism is described as a system with internal motivational and memory components which guide the actions of external input and output components. The organism actively shapes its environment by using its output to control its input from the environment. Output is a function of the psychological forces, topographic memory, and input contemporaneous with output. Behavior is the relationship between output and input. Behavior change is seen as a function of changes in the internal state of the organism. The phenomena of random, trial and error, and direct effectance behavior, centrality, learning performance, attention, chaining and symbolism are explored from this framework. The behavior of persons is described in terms of social behavior shaping through chaining and symbolism. Means of changing the behavior of persons are suggested. (Author)

ED 087 954 CG 008 458
Creighton, Samuel L.
Predicting the Academic Achievement of Disadvantaged College Bound Students.
Pub Date [70]
Note—8p.; Paper presented at the Meeting of the American Orthopsychiatric
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Academic Achievement, *College Freshmen, College Students, *Disadvantaged Youth, Evaluation, Grades (Scholastic), Peer Groups, *Predictor Variables, Research Projects
In the study of the effectiveness of traditional methods of evaluation (high school GPA and SAT scores) and subjective methods of evaluation (self, peer, parent, counselor, and teacher perceptions) in predicting the academic performance of 47 disadvantaged college freshmen, traditional methods proved inadequate. Among the subjective methods, peer prediction was found to be significantly related to the disadvantaged student's academic performance. Counselors achieved the dubious distinction of having the poorest "track record" in estimating the academic performance of the students. Study results suggest that the more hours disadvantaged students attempt, the higher their achieved GPA. This finding tends to refute the assumption that disadvantaged students perform better academically when they carry reduced class loads. (Author)

ED 087 955 CG 008 467
Stancill, Walter Jay
Vietnam Era G.I. Benefits: A Michigan Tri-County Survey on Advance Payment and Work-Study.
Macomb County Community Coll., Warren, Mich.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Oct 73
Note—28p.
EDRS Price MF-$0.75 HC-$1.85
Descriptors—College Students, *Educational Finance, *Federal Aid, Financial Support, *Student Loan Programs, Surveys, Tuition Grants, *Veterans Education
Identifiers—*Vietnam Veterans
The purpose of this study is to obtain institutional responses that would indicate how two newly-authorized veterans' programs, Advanced Payment (Section 1780, Title 38) and Work-Study (Section 1685, Title 38) are functioning within Wayne, Macomb and Oakland counties in Michigan. Surveys were sent to 36 institutions, including all junior and senior colleges in the three counties and a random sampling of cosmetology, barber and private occupational schools. Intent of the survey was to gauge effectiveness of the two programs. Conclusions regarding the Advance Payment program indicate: (1) junior and senior colleges are pleased with the intent of the program but dissatisfied with the functional aspects; (2) the majority of the career schools do not know about the program; and (3) only 25% of those veterans eligible to participate in the program actually apply. Regarding the Work-Study program, results indicate that all the institutions consider this program unsatisfactory, with only 21 veterans in the entire area benefiting from it. These conclusions suggest the need for additional information on new programs at a stage where remediation is possible. (Author/HMW)

ED 087 956 CG 008 536
Brooks, Linda
Interactive Effects of Sex and Status on Self-Disclosure.
Maryland Univ., College Park. Counseling Center.
Pub Date 73
Note—17p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Counseling Effectiveness, *Counseling Theories, Counselor Acceptance, Interaction Process Analysis, *Interpersonal Relationship, *Interviews, Research Projects, *Sex Differences
This study reexamined the effects of client sex and counselor sex on self-disclosure in a controlled analogue situation using a measure of self-disclosure that would reflect the affective dimension. A secondary aim was to determine if subject evaluation of the interviews would parallel self-disclosure results. An equal number (40) of male and female college students were rated on self-disclosure in interviews with either male or female interviewers of high or low status. Results indicate that: (1) males disclose more to females while females disclose more to males; (2) dyads containing a female result in more disclosure than all-male dyads; (3) males reveal more to high status interviewers, while females tend to disclose more to low status interviewers; and (4) high as opposed to low status male interviewers elicit more disclosure from all subjects, while the status of female interviewers results in no significant differences. The need for use of multiple measures in self-disclosure research as well as implications for client-therapist matching are noted. (Author)

ED 087 957 CG 008 593
Kooi, Beverly Y.
Women and Education.
National Inst. of Education (DHEW), Washington, D.C. Planning Unit.
Pub Date 72
Note—27p.
EDRS Price MF-$0.75 HC-$1.85
Descriptors—Educational Policy, *Equal Opportunities (Jobs), *Females, Historical Reviews, Life Style, *Policy Formation, *Sex Discrimination, Social Attitudes, Social Change, Sociocultural Patterns
Identifiers—*National Institute of Education, NIE, NIE Archives
This paper concerns the place of women and men in education, and the education of future men and women about their places in society. It is written to help the National Institute of Education (NIE) formulate policies and Research and Development (R & D) programs to serve all who seek to enjoy both equity and individual differences. This paper calls for a reexamination of education's goals and practices concerning sex roles. It calls for NIE to institute policies that provide for employment solely on the basis of competency, and is a recommendation to the Institute rather than an official view of the Institute. Other parts of the paper sample statistics showing sex-related job inequities in education; suggest R & D programs; describe suggested changes which might help NIE reduce discrimination; and summarize the paper's recommendations and suggest what part of the proposed NIE budget and organization could accomodate them. (Author)

ED 087 958 CG 008 595
Danielson, Milton G. And Others
A Verified Vocational Counseling Model.
Pub Date Oct 73
Note—14p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Career Planning, Community Colleges, *Computer Oriented Programs, *Counseling Programs, Counselor Role, Employment Qualifications, Experimental Programs, Junior College Students, Models, *Occupational Information, *Vocational Counseling
Identifiers—*Students Self Estimate Questionnaire
The authors describe a Verified Vocational Counseling (VVC) Model which is a computer assisted program used to assist students in planning their career. Using the "Dictionary of Occupational Titles," job descriptions and qualifications were compiled for all 120 families of occupations. This information is matched, by the computer, with information about the student that is derived from a special instrument assessing aptitudes, interests, temperment, reactions to physical demands, and reactions to working conditions. Recognizing that much of a student's vocational exploration is guided by that student's subjective vocational estimates, the VVC Model includes two sections designed to measure students' self-estimates. This information is compiled in a computer printout that provides a starting point for counselor-client interviews. This document contains the Students' Self-Estimate questionnaire. (RWP)

ED 087 959 CG 008 609
Algier, Ann S.
A Longitudinal Study of the Effect of an Academic Support Program on Former College Failures.
Pub Date Jul 72
Note—115p.; Ed.S. Thesis, Eastern Kentucky University
EDRS Price MF-$0.75 HC-$5.40
Descriptors—*Academic Failure, *Dropout Programs, Failure Factors, Group Counseling,

Longitudinal Studies, *Low Achievers, *Motivation, *Rehabilitation Programs

The purpose of this study is to determine the effects of an academic support program on students who had been terminated from Eastern Kentucky University because of academic failure. Specifically it: (1) investigates the effect of improvement in reading comprehension, vocabulary and rate on grade point achievement after students participated in a college Learning Laboratory program; and (2) examines background and personality factors of students in an effort to discover whether there were traits common to "successful" student members of the rehabilitated group. Subjects were 37 students who were in the program from September, 1969, to Spring, 1970. Following intake interviews and testing, students were scheduled into a seven-week reading and study skills course. Newly acquired skills were reinforced in small, group study sessions which were also used to improve self-perception through interaction and self-evaluation. Results suggest that: (1) one-fourth of the college students whose college careers have been ended because of academic failures can be rehabilitated; (2) reading and study skill courses have value; (3) small group counseling combined with practical application of study skills can result in academic achievement. (Author/HMV)

ED 087 960 CG 008 634

Miller, H. R. Hunsaker, Karen

A Survey of Drug Use at a Private Liberal Arts University.

Bradley Univ., Peoria, Ill.

Pub Date [70]

Note—30p.

EDRS Price MF-$0.75 HC-$1.85

Descriptors—*Alcoholism, *College Students, Crisis Therapy, *Drug Abuse, Drug Education, *Marihuana, Narcotics, Student Needs, *Surveys

In order to respond efficiently to what was thought to be a growing problem on the campus of Bradley University, a comprehensive survey of drug use and desire for help was administered to a sample of 371 students (about 10% of the student body). Approximately one-third reported some drug use, with alcohol and marijuana the two most widely used drugs. Only four percent of the users expressed a need for help with their drug problem. A thorough analysis of the findings, including frequency and type of drug used, patterns of multiple drug usage, and types of services desired, is presented. Recommendations for combating drug abuse are presented. (Author)

ED 087 961 CG 008 639

Perez, Francisco I. Taylor, Ronald L., Jr.

Social-Learning-Systems Approach of Accountability for Counseling.

Pub Date Feb 74

Note—16p.; Paper presented at the Texas Personnel and Guidance Association Meeting, 10-13 October 1974, Houston, Texas

EDRS Price MF-$0.75 HC-$1.50

Descriptors—*Accountability, *Behavioral Counseling, Behavioral Objectives, *Behavior Change, *Counselor Evaluation, Counselor Performance, Social Experience, Speeches, Systems Analysis, *Systems Approach

Identifiers—*Standard Behavior Chart

This speech describes a process through which counselors can show themselves to be accountable. This social-learning-systems approach integrates both the counseling process and the counseling outcome factors into a continuour system of input, process, outcome, and feedback geared toward behavior change. The social-learning approach is divided into five steps: (1) defining the problem in terms of behavior in specific situations; (2) specifying behavioral objectives to be reached; (3) making observations and noting the frequency of occurrence of the target behavior, its antecedents, and its consequences; (4) forming a plan of intervention by contingency reinforcement of desireable behaviors and by arrangement of situations which increase the probability of the client performing desireable behaviors and (5) evaluating, maintaining, or adjusting and, finally, terminating the intervention program. The speech also describes celeration, a precise system of behavioral measurement which deals with the number of responses per unit of time. An instrument (the Standard Behavior Chart) utilizes these behavioral units so as to permit direct comparisons between different variables effecting behavioral change. (Author/LKP)

ED 087 962 CG 008 641

Ray, Wilbert S.

Simple Experiments in Psychology.

Pub Date 73

Note—141p.

Available from—Behavioral Publications, 2852 Broadway - Morningside Heights, New York 10025 (no price quoted)

Document Not Available from EDRS.

Descriptors—*Classroom Techniques, *Experiments, *Instructional Materials, *Learning, *Psychology, Teaching Methods

This material, developed for use in secondary schools, is a programmed-type learning package consisting of an "Instructor's Manual", a "Student's Introduction", and a "Laboratory Manual". The general goal of the program is to teach students to distinguish between reliable and unreliable information. The "Laboratory Manual" contains nine simple experiments in psychology: (1) maze learning; (2) knowledge of results; (3) reliability of a witness; (4) horizontal and vertical lines; (5) concept formation; (6) water jars; (7) an audience effect; (8) public opinion polling; and (9) rumor. The format for each experiment is the same. Students work in pairs--one subject and one administrator. The administrator first reads the description and instructions for the experiment and then takes a self-administered test which he also scores himself. When he has an adequate understanding of the test, he administers it to the subject and records the data obtained on available forms. This procedure is followed by a discussion of the data and its implications. The "Instructor's Manual" contains a description of the apparatus to be used for each experiment. (RWP)

ED 087 963 CG 008 665

Bookman, Michael Safferstone, Mark

Drugs. Developing Real Understanding and Growth in Students: Affective Approaches to Intermediate Elementary Substance Education. A Progeam Guide.

Dade County School System, Miami, Fla.

Pub Date Aug 73

Note—232p.

EDRS Price MF-$0.75 HC-$11.40

Descriptors—Communication Skills, Decision Making, *Drug Abuse, *Drug Education, *Elementary Education, Elementary School Curriculum, Health Education, Problem Solving, *Program Content, *Program Descriptions

Identifiers—*Dade County, Florida

This report contains substance abuse program guides for fourth, fifth, and sixth graders. Each program combines pharmacological facts with affective experiences. Included are descriptions of self-awareness experiences, activities which identify and improve communication skills, activities that will develop decision making and problem-solving skills, activities in values clarification, and information regarding the use and abuse of substances. (LKP)

ED 087 964 CG 008 675

Gelso, Charles J. Karl, Norman J.

Perceptions of "Counselors" and Other Help Givers: What's in a Label?

Maryland Univ., College Park. Counseling Center.

Report No—RR-13-73

Pub Date 73

Note—15p.

EDRS Price MF-$0.75 HC-$1.50

Descriptors—*College Students, Confidentiality, Counselor Functions, *Counselor Role, Helping Relationship, Research Projects, *Role Perception, Sex Differences

Strong, Hendel and Bratton (1971) found that counselors, in relation to psychiatrists, were perceived by students as warm, friendly, and polite people to talk with, although not very bright or knowledgeable. The design of the present study is based on the assumption that the title, "counselor," is too generic. The study compares perceptions held by a sample of 240 students of counseling psychologists, college counselors, high school counselors, advisers, clinical psychologists and psychiatrists. Greater differences have been found within the counseling specialties than between counseling psychologists and either clinical psychologists or psychiatrists. Contrary to past research none of the counseling groups are viewed as "nice guys" in relation to psychiatrists or clinical psychologists. Implications of the findings for both research and public relations efforts are discussed. (Author)

ED 087 965 CG 008 677

Cravitz, Herbert L.

Peer Counselor Program, 1972-1973.

California Univ., Santa Barbara.

Pub Date 74

Note—17p.

EDRS Price MF-$0.75 HC-$1.50

Descriptors—*College Students, Counseling Centers, *Counseling Programs, *Counselor Training, *Peer Counseling, Program Descriptions, Student College Relationship, Student Personnel Workers, *Student Problems, Student Subcultures

This two-part document contains a description of a peer counseling program affiliated with a college counseling center and a brief outline of their peer counselor training procedures. The program was established to meet the counseling needs of students who tend to be alienated from more traditional sources of help. The responsibilities of the peer counselors, on an outreach basis, are to acquaint students with the services in the Counseling Center, make appropriate referrals, provide the Counseling Center with the information necessary to facilitate change and better serve the needs of the student body, and to reach students in their day-to-day living problems through a preventative model. Counselor training consists of learning basic counseling skills, information skills, assessment skills, and referral skills. (Author/LKP)

ED 087 966 CG 008 683

Maddox, George L. Douglass, Elizabeth B.

Aging and Variability of Individual Differences: A Longitudinal Analysis of Social, Psychological, and Physiological Indicators.

Duke Univ., Durham, N.C. Medical Center.

Pub Date Aug 73

Note—17p.; Paper prepared for presentation at the Annual Meeting of the American Sociological Association (68th, 27-30 August 1973, New York City)

EDRS Price MF-$0.75 HC-$1.50

Descriptors—*Age, *Individual Differences, Longitudinal Studies, *Older Adults, Performance Factors, *Physical Characteristics, *Psychological Characteristics, Social Development, Speeches

This paper explores the relationship between age and individual differences. Two hypotheses were tested through the use of repeated measures of functioning in terms of social, psychological, and physiological parameters: (1) individual differences do not decrease with age, and (2) individuals tend to maintain the same rank in relation to age peers throughout the later years of life. Data is taken from an ongoing eighteen-year longitudinal investigation of human functioning. The sample is composed of 106 survivors of an original panel of 271 persons initially 60 years or older. Conclusions are as follows: (1) when the mortality and dropout of a sample are controlled, the variances of a number of social, psychological, and physiological factors tend to remain constant through time; and (3) the range of observed individual differences is maintained, and within that range individual's rank ordering is relatively constant. (Author/LKP)

ED 087 967 CG 008 684

Mahaney, Thomas F.

Part-Time Employment Study. Class of 1973--Lewiston High School. Educational Experiences Outside the Classroom.

Lewiston School District, Maine.

Pub Date Oct 72

Note—34p.

EDRS Price MF-$0.75 HC-$1.85

Descriptors—*Career Education, *Cooperative Programs, Guidance Programs, *High School Students, Individual Development, *Student Employment, Student Experience, Surveys, Vocational Education, *Work Experience

This study sought to identify and categorized the responses of more than 1600 high school juniors, via personal interviews, to determine the impact of student employment on the student, school, and community. Those students who were employed were found to be a potent force on the local labor market in terms of jobs held, hours worked, money earned, and potential for money

saved and spent in the local economy. It was found that: (1) the employed student usually initiated the action necessary in seeking, applying for, accepting, and retaining employment; (2) employed students are meeting many goals of career exploration by directly experiencing the "-world of work;" (3) the working student is involved in many human relationships which add to his personal growth and development; and (4) the average working student experiences the responsibilities of money handling, budget making, saving, and spending. Recommendations which emerged from the data are that: official recognition should be given to students who have successful part-time work experience, over time, by means of academic credit or by notation of work on official transcripts; and the employed student should be considered a prime reference source in establishment and maintenance of career education and development programs. (Author)

ED 087 968 CG 008 685

Medvene, Arnold Collins, Anne

Occupational Prestige and Its Relationship to Traditional and Non-Traditional Views of Women's Roles.

Maryland Univ., College Park. Counseling Center.

Pub Date 73

Note—16p.

Available from—Arnold Medvene, Counseling Center, University of Maryland, College Park, Maryland 20742

EDRS Price MF-$0.75 HC-$1.50

Descriptors—Cultural Factors, Females, Feminism, Occupational Choice, *Professional Recognition, Research Projects, *Role Perception, *Social Attitudes, *Status, Vocational Counseling, *Working Women

The social status of occupations has remained stable over the past four decades. However, much about the concept of occupational prestige has been learned by studies that implicitly assume a masculine context. Because of the extensive social and cultural changes associated with the women's equal rights movement, this study asked questions about how occupational prestige is related to differential views of women's roles of four different groups of women. There is strong agreement among divergent groups on the prestige accorded to different occupations are appropriate for women, with the most conservative group of women sampled holding far more liberal views than many vocational counselors on appropriate occupational roles for women. (Author)

ED 087 969 CG 008 702

Jardine, Lauren L. Wurster, Stanley R.

A Study of Attitudes of Twelfth Grade Students Toward High-Success-Oriented College/Career Goals of Females.

Pub Date 73

Note—31p.

EDRS Price MF-$0.75 HC-$1.85

Descriptors—College Bound Students, *Females, *High School Students, Motivation, *Occupational Choice, Questionnaires, Role Perception, Sex Differences, *Student Attitudes, *Success Factors

The hypothesis of this study is that there are no significant differences with respect to attitudes toward success oriented college and career goals of females between 12th grade: (a) males and females; (b) college bound and non-college bound; (c) college bound males and college bound females; (d) children of working and non-working mothers, and (e) daughters of working and non-working mothers. Data to test the hypotheses were obtained from a random sample of 115 12th grade English students. Each student was administered an author-devised attitude questionnaire designed to measure attitude toward high-success-oriented college/career goals of females. Comparisons (t-tests) were made between each of the five groupings outlined in the hypotheses. Females demonstrated a significantly more positive attitude toward success-oriented female goals than did males. Seniors planning to attend college were significantly more positive than those not planning to attend, and college-bound girls were significantly more positive than college-bound boys. The factor of mother's employment yielded no significant differences in attitude for the total group or for females taken separately. A sample questionnaire is included in the appendices. More research in this area is recommended to further isolate factors which inhibit female success. (Author)

ED 087 970 CG 008 703

Jones, G. Brian And Others

The Logics of Planning Career Guidance, Counseling, Placement and Follow-up Programs.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Pub Date Feb 74

Note—30p.; Paper presented at the National Conference on Career Guidance, Counseling, and Placement (24-27 February 1974, St. Louis, Missouri)

EDRS Price MF-$0.75 HC-$1.85

Descriptors—*Career Education, Cost Effectiveness, Evaluation Techniques, *Guidance Programs, Job Placement, *Occupational Guidance, *Program Development, *Program Planning, Speeches, Staff Utilization

This document describes the characteristics of a comprehensive approach to program development in guidance, counseling, placement, and follow-up programs. A comprehensive approach to program development employs a systematic planning model and related process that is derived from the scientific method aimed at development, implementation, evaluation, and revision of guidance programs. It features a process in which each phase provides feedback to preceding phases or input to subsequent planning activities. The set of programs that results is systematic; that is, each part is interrelated, and interacts with the others. Each resulting program focuses on the needs and characteristics of youth from which measureable objectives emerge. The approach is comprehensive because it includes both a developmental phase to prevent potential problems and a prescriptive phase to alleviate existing problems. Also included is a detailed outline of a four-phase comprehensive approach that might be considered for developing each program. The four phases are planning, structuring, implementing, and evaluative decision making. (Author)

ED 087 971 CG 008 705

Leslie, Susan

An Analysis of the 1972 Survey of Immediate Post-Secondary Activities of Grade 12 Students in Comparison with Previous Surveys.

Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation.

Pub Date Jan 73

Note—13p.

EDRS Price MF-$0.75 HC-$1.50

Descriptors—Academic Education, Career Choice, College Attendance, *Comparative Statistics, Grade 12, *High School Graduates, Longitudinal Studies, *Post Secondary Education, Statistical Surveys, *Trend Analysis, *Vocational Education

Primarily through the use of tables and graphs, this report presents results of a survey done in the Fall of 1972 of the activities of students who had been enrolled in grade 12 the preceeding June. The results of this survey are compared with data from earlier surveys in this program which has been conducted since 1965. The most dramatic trend evident in recent surveys is the increasing proportion of students who enter the labor force after grade 12. While the total number of students in post-secondary training continued to diminish in 1972, the percentage of those students attending a university rose sightly. However, there does not appear to be any significant pattern in the relationship between the percentages choosing vocational training and those choosing academic training. (Author)

ED 087 972 CG 008 707

Morgan, Lewis B.

The Basic Encounter Group in Counselor Education--Facts and Fancies.

Pub Date 71

Note—13p.

EDRS Price MF-$0.75 HC-$1.50

Descriptors—*Behavior Change, Changing Attitudes, *Counselor Training, Curriculum Development, *Group Experience, Interpersonal Relationship, Research Projects, *Sensitivity Training, *Student Attitudes

This study sought to discover how 91 counselor trainees felt about participating in an encounter group as part of their program. Subjects responded to pre-course, post-course, and followup questionnaires dealing with their attitudes toward groups and the actual group experience, and behavioral change attributable to the group experience. Significant others were used in the followup to either corroborate or deny the self-perceptions of the group participants. Participant attitudes toward encounter groups became markedly more positive after they had undergone a group experience, and an overwhelming majority of them felt that the course should be taught as a sensitivity or encounter group. Participants reported behavioral changes as a result of the group experience, and the vast majority described the overall impact of the group as helpful, constructive, or deeply meaningful; moreover, the group experience seems to have had a lasting effect on the participants. On the basis of the finding of this study, the encounter group appears to be valuable as a training experience for counselors. (Author/LKP)

ED 087 973 CG 008 708

Schnacke, Stephen B.

Adolescent Suicide: An Investigation of High School Counselors Knowledge and Training.

Pub Date Nov 72

Note—19p.; Paper presented at the Kentucky Personnel and Guidance Meeting, Lexington, Kentucky, 17-19 October 1973

EDRS Price MF-$0.75 HC-$1.50

Descriptors—*Adolescents, Counselor Evaluation, *Counselors, *Counselor Training, *Knowledge Level, Prevention, Questionnaires, Sex Differences, *Suicide

This survey investigation examines practicing high school counselors' knowledge of adolescent suicide, and the counselors' formal training in "-suicidology" with particular reference to the sex of the counselor respondents regarding knowledge and training. A questionnaire of 28 items was constructed, field-tested and mailed to 425 professional high school counselors within the Commonwealth of Kentucky. Completed questionnaires were returned by 290 counselors. Analysis of the data indicated the responding counselors were unknowledgeable about the various factors relating to adolescent suicide. In addition, several chi-squares yielded significant differences in knowledge and attitudes of male and female respondents. The results strongly supported the assumption that the responding counselors possessed little formal academic training in "suicidology." (Author)

ED 087 974 CG 008 709

Sweeney, Thomas J. Vogel, Fred J.

Certification and Licensure.

Pub Date 73

Note—21p.

EDRS Price MF-$0.75 HC-$1.50

Descriptors—Certification, *Counselor Certification, *Counselor Evaluation, *Counselor Qualifications, *Counselor Training, Professional Associations, Professional Recognition, Speeches, *Standards

This speech points to the advantages and importance of certification and licensure of counselors. It includes a general discussion of certification, certification requirements, and projections for the future in terms of counselor training. Also included is a background discussion on licensure and its implications, especially in relation to counselor accountability, as well as suggestions for the future in terms of licensure. (LKP)

ED 087 975 CG 008 711

Report of Completed Methodology Conference: Disadvantaged Series TM9-10. Development of a Model for the Training of Rehabilitation Personnel Employed in Agencies Assessing the Disadvantaged.

Pittsburgh Univ., Pa. School of Education.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date Sep 70

Note—24p.

EDRS Price MF-$0.75 HC-$1.50

Descriptors—*Conference Reports, *Counselor Training, Disadvantaged Groups, *Information Retrieval, Inservice Education, *Rehabilitation Counseling, Teaching Methods, *Teaching Models, Training Objectives

The authors report on a Methodology Conference aimed at the development of a model for the training of rehabilitation personnel employed in agencies assessing the disadvantaged. The conference was the first phase of the Disadvantaged Series of developmental conferences held at the

University of Pittsburgh in 1969. Participants included 12 scientists from social, psychological, and educational disciplines. The objective of this Conference was to develop a model for the retrieval of information dealing with the successfully assessment of the socially handicapped and incorporate this into training packets. Suggested sources of information included; (1) counselors; (2) socially disadvantaged clients; (3) paraprofessionals working in the rehabilitation field; and (4) individuals in public and private agencies. A prototype training model is outlined which includes three primary subsystems;: (1) an information subsystem which includes the retrieval, validation and organization of information; (2) a developmental subsystem, including the identification of goals, the development of a plan, and evaluation; and (3) an evaluation subsystem to provide summative information useful in revising the training packet. (RWP)

ED 087 976 CG 008 714
Bar-Tal, Daniel And Others
Attributional Analysis of Achievement Motivation: Some Applications to Education.
Pub Date Apr 74
Note—7p.; Paper presented at the American Educational Research Association Annual Meeting, Chicago, April 1974
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Achievement, *Evaluation, Failure Factors, *Motivation, *Performance Factors, Speeches, *Student Evaluation, Success Factors
Weiner, et al, (1971) presented a model of achievement-related behavior which outlined how causal ascriptions might mediate between stimulus conditions and achievement-oriented responses. This model assumed that individuals allocate the causes of success and failure to four elements (ability, effort, luck and task difficulty), and that each of these causal attributions would produce different behavioral and emotional reactions. Other studies (Bar-Tal and Frieze, 1973; Kukla, 1972; Weiner and Kukla, 1970; and Weiner and Potepan, 1970) have demonstrated that high and low achievement motivation subgroups display differential causal attributional patterns which may explain their varying responses to achievement situations. These findings indicate the need for better understanding and modification of attributional patterns of individuals low in achievement motivation. Possible ways of initiating such changes are reviewed in the context of the educational process. (Author)

ED 087 977 CG 008 715
Benassi, Victor A. Larson, Kathryn M.
Modification of Family Interaction with the Child as the Behavior-Change Agent.
Pub Date Mar 74
Note—16p.; Paper presented to Banff International Conference on Behavior Modification (6th Banff, Canada, March, 1974)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Behavioral Science Research, *Behavior Change, *Change Agents, Child Role, *Family Relationship, *Parent Child Relationship, Speeches
The behavior modification literature dealing with parent-child interaction has focused on training parents to modify their children's behavior. However, there is ample data which demonstrates that in ongoing social interactions between parents and children, children and parents control the behavior of one another. The viewpoint is offered that a reciprocal relationship between parent and child behavior exists and that behavior intervention strategies should recognize this fact. The present paper focuses on the child's role in determining parent behavior. Available data concerning attempts to train children to modify parent behavior are summarized. (Author)

ED 087 978 CG 008 716
Bowles, Anna Boss, Marvin W.
Extent of Psychological Differentiation as Related to Achievement in Science and Attitude Toward Science.
Pub Date Mar 74
Note—12p.; Paper presented to the Annual American Educational Research Association Meeting (Chicago, 1974)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Achievement Tests, *Attitudes, *Cognitive Processes, *Personality Studies, *Sciences, Speeches, Testing
Identifiers—*Concealed Figures Test
This study hypothesized a relationship between field independence and both attitude toward science and achievement in science. Testing instruments were the Concealed Figures Test, the Scientific Attitude Inventory, classroom achievement tests, and the Henmon-Nelson Test of Mental Ability. Using the Concealed Figures Test, two extreme groups, one field-dependent and the other field-independent, were identified. It was predicted that, with mental ability controlled, field-independent subjects would score higher on the achievement tests and have a more positive attitude toward science. A multivariate analysis of covariance confirmed the prediction. (Author)

ED 087 979 CG 008 717
Cassel, Russell N.
Use of Computer in Relation to Critical Guidance Factors.
Pub Date 73
Note—20p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Computer Oriented Programs, Evaluation, *Humanism, *Literature Reviews, *Occupational Guidance, *Systems Approach, Theories
This paper identifies the most critical factors pertinent to career guidance as: (1) use of humanistic psychology, (2) development of decision competency, (3) career planning and selection, (4) educational planning and relevance, and (5) the development of positive human relations skills as marketable skills. It describes computer-based programs (systems) developed at The University of Wisconsin-Milwaukee during the past seven years that seek to deal directly with each of such critical factors. The report explains the use of a method called "O-P-A-H-U-D-E" where emphasis is placed on the activity of students as opposed to the activity of faculty; where "information about" (theory) leads directly to "experience with"; where computerized gaming and simulation make use of surrogate role playing in relation to multiple assigned roles in some "meaty" (exaggerations of typical) social problems; and where career guidance is maintained to be at its best. The principles of humanistic psychology are introduced and utilized throughout. (Author)

ED 087 980 CG 008 718
Clements, Kathleen
Emotional Characteristics of Mature Women Students in Education.
Pub Date 15 Apr 74
Note—34p.; Paper presented at the American Educational Research Association in Chicago, Illinois on April 15-19, 1974
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*Adults, Age, College Students, *Emotional Adjustment, *Females, *Personality, *Psychological Characteristics, Speeches
There is a dearth of information about the emotional characteristics of mature women who are returning to colleges in increasing numbers. Characteristics of older women were compared to younger women in teacher preparation courses at a major state university. The older women's attitudes were less positive toward peers, parents and their own social attractiveness but were more positive toward work and education. On personality measures, the older women were less anxious, depressed and hostile than the younger women. Within the older group, attitude toward work was positively correlated with age, while anxiety, depression and hostility were negatively correlated. The older women were more effective academically and had achieved more emotional equanimity and competency than their younger counterparts. (Author)

ED 087 981 CG 008 720
Flemmings, Vincent C. McClane, Farrell L.
Planning for Effective Community School Relations: A Manual of Procedures.
Center for Urban Education, New York, N.Y.
Pub Date 72
Note—49p.
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*Action Programs (Community), *Community Involvement, Community Programs, Educational Development, Guidelines, Manuals, Parent School Relationship, Program Planning, *School Community Relationship, *Workshops
This manual, aimed at all levels of educational development, presents procedures and suggestions for designing and conducting workshop in community-school relations. Part A discusses situations in which workshops can be beneficial, the objectives for a community-school workshop and the cost. Part B offers explicit directions for conducting the workshop (including the planning phase), suggested participants, possible stipends for participants, and staffing. The Appendix includes samples of various forms used in planning and conducting a community-school workshop. (Author/HMV)

ED 087 982 CG 008 722
House, Ernest R. Long, John M.
Applying Directed Graph Theory to Faculty Contact Structure.
Pub Date Apr 74
Note—9p.; Paper delivered at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, 19 April 1974
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Data Analysis, *Elementary Schools, *Graphs, Mathematics, *School Personnel, *Sociometric Techniques, Speeches, Teacher Role
Although recent writings indicate the importance of personal contact structures in diffusing innovations and in determining perceptions, the internal contact structure of the school faculty remains unexamined. This study applies directed graph theory, a new branch of mathematics, to analyzing school contact structure. Sociometric data and perceptions of the school were collected from 48 elementary school faculties containing 1,121 people. Using directed graph theory, 12 indices of the contact structure were derived from the sociometric data and entered into canonical correlations and factor analyses with perceptions of the school, such as faculty innovativeness. Several significant relationships were obtained. (Author)

ED 087 983 CG 008 723
House, Peggy A. Moore, Arnold J.
The Learning Environment as a Predictor of the Academic Self-Concepts of Ninth Grade Mathematics Students.
Pub Date Apr 74
Note—9p.; Paper presented to the 1974 Annual Meeting of the American Educational Research Association, Chicago, Illinois, 15-19 April 1974
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Academic Achievement, Environmental Influences, Motivation, *Predictor Variables, *School Environment, *Secondary School Students, Self Concept, Speeches
Previous research studies have established that students' academic achievement can be directed from their self-concepts of academic ability and from selected characteristics of the learning environment. The present study provides evidence for the relationships between learning environments and academic self-concepts, and it demonstrates that, for ninth-grade mathematics students, both general and mathematical self-concepts of academic ability can be predicted from combinations of classroom environment characteristics. This in turn provides a rationale for additional research to determine if it is possible to enhance self-concepts through providing suitable learning environments and thereby to increase academic achievement. (Author)

ED 087 984 CG 008 728
Kameya, Mary Morris Nadelman, Lorraine
Relationship of Masculinity-Femininity to Dependency and Self-Esteem.
Michigan Univ., Ann Arbor. Dept. of Psychology.
Report No—R-14
Pub Date Oct 72
Note—16p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Elementary School Students, *Personality Assessment, Psychological Characteristics, Research Projects, *Self Concept Tests, *Self Esteem, *Sex Differences
Identifiers—*Franck Drawing Completion Test
Unconscious masculinity-femininity, dependency and self-esteem were respectively measured, in two group-testing sessions per child, by the short form of the Franck Drawing Completion Test, the Group Personality Projective Test, and the Rosenberg Self-Esteem Scale. Subjects were 122 sixth and seventh grade white working-class boys and girls from an industrial midwestern city. Analyses for sex, grade, and school differences reveal a significant sex difference between Franck scores (which was expected) and a significant difference in self-esteem scores

between the two schools, (which was unexpected). Relationships among dependency, self-esteem, and masculinity-femininity differed between sexes. For girls, there were usually low positive correlations. For boys, the relationship between self-esteem and dependency was in the hypothesized negative direction; unconscious masculinity was not related to dependency, and related to self-esteem either minimally or opposite to expectations. (Author)

ED 087 985 CG 008 731
Disruptive Students.
New York State Education Dept., Albany.
Pub Date Jan 72
Note—26p.
EDRS Price MF-$0.75 HC-$1.85
Descriptors—Aggression, *Behavior Problems, Elementary School Students, Guidance Programs, *Guidelines, Program Development, *Program Guides, *School Districts, Secondary School Students, Special Programs, *Student Behavior
This paper attempts to develop guidelines relating to the problem of disruptive pupils in the classroom. A disruptive student is defined as one who interferes with the learning process. He is often male, physically aggressive, verbally hostile, over-age and frequently absent. The study examines the overlap between disruptive behavior and emotional disturbance; legal aspects and security in secondary schools; the identification and prevention of disruptive behavior; special schools, classes and alternative programs; and the disruptive student in the elementary school. The study indicates that schools need a clearly written policy statement on such subjects as building security, corporal punishment, class size, special classes, suspensions, etc. It concludes that guidelines must be developed locally, with each school district taking into consideration its own needs. Included are some approaches which local schools have instituted for preventing or coping with disruptive students. (Author/HMV)

ED 087 986 CG 008 732
Miller, Harold J.
A Systems Approach to Behavior Modification: A Special Foster Home Program.
Pub Date Mar 74
Note—19p.; International Behavior Modification Conference (6th, Banff, Canada, February, 1974)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Behavior Change, *Child Development, Family Environment, *Foster Children, Foster Homes, Reinforcers, *Social Services, Speeches, *Systems Approach
The Department of Social Services has designed a systems model to integrate the services provided for the child by the foster home, school, and community agencies so that each child in its charge can gain the skills necessary to develop the motivation and emotional maturity for self-direction and self-discipline. Multilevel reinforcers are used by the home, school, and other subsystems to: (1) weaken behavior; (2) strengthen behavior; or (3) establish new behavior. The Department of Social Services then monitors each subsystem to determine the degree to which each child's actual behavior approximates desired behavior. Modification of each child's program is made as feedback indicates the necessity for change. (Author)

ED 087 987 CG 008 735
Turner, Emmett K.
A Proposed Foster & Adoptive Family Development Process.
Pub Date Mar 73
Note—8p.; Presented at Regional Child Welfare League of America Conference (Toronto, Ontario, March 29, 1973)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Adopted Children, *Adoption, *Agency Role, Boarding Homes, *Child Welfare, Family (Sociological Unit), *Foster Family, Speeches
A proposal was presented at Regional Child Welfare League of America Conference, Totonto, March 1973 which claims that the majority of issues, tasks and problems in foster care and adoption are similar and that family life, whether original, foster or adoptive, is essentially the same. The author contends that adoption agencies must take on an expanded role in providing homes for children who need them. He recommends that informational meetings be established on a community-wide basis with agencies, parent groups and experienced families participating. Then, prospective parents who express a desire could meet in Child-Family Seminars with agency social workers and "seasoned" families. After it places children, the agency must be prepared to offer support and follow-up services to adoptive and foster families as long as they need it. (HMV)

ED 087 988 CG 008 736
Webber, John R.
Systematic Career Counseling Process. A Procedural Outline for Use by Counselors in Assisting Students in Career Planning.
Schoolcraft Coll., Livonia, Mich.
Pub Date 73
Note—70p.
Available from—John R. Webber, Schoolcraft Community College, Schoolcraft, Michigan 48151
Document Not Available from EDRS.
Descriptors—*Career Planning, *Counseling Goals, *Counselor Role, Guides, Helping Relationship, Junior College Students, Self Concept, Systems Approach, *Vocational Counseling, *Vocational Development
This document was developed as an aid to counselors who, as a result of their graduate education, should develop good understandings of vocational theories. Yet, many experience difficulty when applying these theories to their students' problems. In an attempt to fill this gap, counselors at Schoolcraft Community College (Michigan) pooled their career counseling procedures and shared some of the techniques which they have found to be especially effective in working with students. The result is the "Systematic Career Counseling Process". It outlines areas which should be included in career counseling and suggests leads or questions which might be used. Areas of focus include vocational history and development, personal career needs, self concept, level of functioning, career information and exploration, and career planning. The systematic approach provides a process which should aid not only counselors but students in learning a "-process" used in career decision making. (Author)

ED 087 989 CG 008 739
Juvenile Court Statistics - 1972.
Office of Youth Development (DHEW), Washington, D.C.
Pub Date 72
Note—21p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Court Litigation, *Delinquents, *Juvenile Courts, Socially Deviant Behavior, Statistical Data, *Statistical Studies
This report is a statistical study of juvenile court cases in 1972. The data demonstrates how the court is frequently utilized in dealing with juvenile delinquency by the police as well as by other community agencies and parents. Excluded from this report are the ordinary traffic cases handled by juvenile court. The data indicate that: (1) in 1972, for the first time since 1961, delinquency cases decreased from the previous year; (2) that, although delinquency remains primarily a boys' problem, the disparity between the number of boys' and girls' delinquency court cases is narrowing; (3) between 1971 and 1972 the number of delinquency cases handled non-judicially (i.e., without the filing of a petition) increased slightly as contrasted with a decrease of 3% in those handled judicially. Data are not available on the types of offenses for which juveniles are referred to the courts. The Appendix contains an alphabetic listing of states with an analysis of all types of children's cases disposed of judicially and non-judicially by all juvenile courts reporting for 1972. (Author/HMV)

ED 087 990 CG 008 742
McNulty, Jill K.
The Right to be Left Alone.
Office of Youth Development (DHEW), Washington, D.C.
Report No—DHEW-OHO-73-26036
Pub Date 72
Note—28p.; Reprinted from The American Criminal Law Review, v11 n1
EDRS Price MF-$0.75 HC-$1.85
Descriptors—Court Litigation, *Court Role, *Delinquents, Historical Reviews, Institutional Role, *Juvenile Courts, Legal Problems, *Legal Responsibility, *Youth Agencies
This pamphlet examines the question of what the proper role of the juvenile court should be. It specifically questions the wisdom of the juvenile court's involvement with children engaged in anti-social but non-criminal activity. It includes a brief discussion of the historical origin of juvenile court, along with a history of jurisdiction over the "wayward" child in Illinois. The political and social problems of juvenile court overreach are considered and several innovative legislative proposals are mentioned including: (1) The Runaway Youth Act; (2) The Illinois Unified Code of Corrections; (3) Illinois Youth Service Bureaus; and (4) The Child Advocate. Conclusions suggest that the business of juvenile court should generally be limited to offenders whose conduct would be a violation of the criminal law if committed by an adult. (Author/HMV)

ED 087 991 CG 400 101
Walz, Garry R., Ed. And Others
Impact. Volume 3, Number 1.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-6-2487
Pub Date Mar 74
Contract—OEC-3-6-002487-1579(010)
Note—68p.
Available from—Impact Publications, School of Education, University of Michigan, Ann Arbor, Michigan 48104 (HC-$1.75)
EDRS Price MF-$0.75 HC-$3.15
Descriptors—Career Planning, Counseling Services, Curriculum Design, Fantasy, *Futures (of Society), *Human Services, *Periodicals, Prediction, Psychologists, Working Hours
This issue of Impact, a bi-monthly magazine produced by the ERIC Center at The University of Michigan, examines a variety of viewpoints, issues and explorations about out future world. Included is a speech by B.F. Skinner, a presentation on the future and its impact on life/career planning, a curriculum plan for a course in futuristics, and Impact's own look at the future. (LKP)

CS

ED 087 992 CS 000 869
Cramer, Virginia S.
Children and Curriculum.
City Univ. of New York, N.Y. City Coll. Workshop Center for Open Education.
Pub Date Oct 73
Note—18p.
Journal Cit—Notes from Workshop Center for Open Education; v2 n3 p4-19 October 1973
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Class Management, Classroom Environment, Curriculum Evaluation, Curriculum Problems, *Discovery Learning, Elementary Grades, *Grade 2, Mathematics Instruction, *Open Education, Reading Development, *Reading Instruction, Self Directed Classrooms, *Teaching Techniques
This article is an account of the author's first year of work in an open concept second grade class. The author's classroom experiences related to discipline, instruction, student teachers, materials, field trips, reading, art projects, and organization of a school store are discussed. Specific books and chapters the author found beneficial for supplying new ideas and solutions to problems are also discussed. (WR)

ED 087 993 CS 000 914
Braine, Lila Ghent
Pattern Perception in Relation to Reading Habits. Final Report.
George Washington Univ., Washington, D.C.
Spons Agency—Office of the Surgeon General (Army), Washington, D.C.
Pub Date Feb 67
Note—11p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Behavior Patterns, College Students, English, English (Second Language), Hebrew, *Perceptual Development, Reading Development, *Reading Habits, *Reading Research, Reading Skills, *Visual Perception

Certain asymmetries of perception in the right and left visual fields of American college students have been described as the effect of a reading habit which predisposes the subjects to scan or organize material in a left-to-right direction and thus to identify more accurately the items in the left field. The purpose of the present work was to test this interpretation by investigating subjects who read from right-to-left (Israelis whose native reading language is Hebrew). Contrary to expectations, the Israeli college students showed greater accuracy for the left visual field and tended to organize a series of items in a left-to-right direction. The investigation was extended to several groups of children, and a tentative picture of the development of an "attentiveness to the left" was obtained. (Author/LL)

ED 087 994 CS 000 915
Meynet, Chris Wood, Evelyn
Microfilm Reading Rate and Comprehension Study.
Wood (Evelyn) Reading Dynamics, Westport, Conn.
Report No—AD-770-536
Pub Date 9 Sep 67
Note—12p.
Available from—U. S. Dept. of Commerce, National Technical Information Service, 5285 Port Royal Road, Springfield, Va. 22151 (Order No. AD-770 536, PC-$3.00, MF-$1.45)
Document Not Available from EDRS.
Descriptors—College Students, *Microfilm, *Reading, Reading Ability, *Reading Comprehension, Reading Research, *Reading Speed, Reading Tests, Speed Reading
A study made with three specially selected groups of students reading similar material revealed that there was little difference in speed and comprehension between reading printed material in books or on microfilm. One test group was composed of students trained to read in thousands of words per minute. (Author)

ED 087 995 CS 000 916
Guidelines for Framework in Reading: A Synopsis of the Framework in Reading.
County Superintendents' Association of California.
Pub Date 73
Note—56p.; Prepared by the County Superintendents of Area VI on the recommendation of the Steering Committee of the County Superintendent's Association
EDRS Price MF-$0.75 HC-$3.15
Descriptors—Educational Assessment, English (Second Language), *Linguistic Competence, *Program Descriptions, *Reading Development, Reading Diagnosis, *Reading Instruction, Reading Processes, *Reading Programs, Reading Skills
This framework provides the basic structure for child learning and for teaching strategies for reading development in all public schools in California. Within the framework are provisions for diversities of language and cultural background to meet the individual needs of students. Part one, "The Student and the Reading Process," is directed toward the student, his competency in the English language, and his native linguistic background. Information is also included concerning language and reading instruction, with emphasis on the influences and interferences of languages other than English. Part two, "Program Planning and Development," includes background information for reading instruction with emphasis on approaches to reading instruction, reading abilities and their application, forms of assessment, and types of evaluation. Part three, "Development of Staff," identifies the roles of various personnel involved in providing and supporting the reading program. (HOD)

ED 087 996 CS 000 917
SEL Pathways to Better Schools--A Comprehensive Planning Guide. Number 1.
Southeastern Education Lab., Atlanta, Ga.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Mar 70
Note—205p.; For related documents see CS 000 918-CS 000 923
EDRS Price MF-$0.75 HC-$10.20
Descriptors—*Curriculum Planning, Educational Finance, Educational Improvement, *Educational Needs, *Educational Planning, Elementary Education, *Program Development, *Rural Education, Rural School Systems, Secondary Education
Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III
This guide contains materials which are designed to assist rural school systems in assessing educational needs, in systematically planning strategies to meet educational objectives, and in applying for Title III funds. Instructions for a survey and an inventory of needs, suggestions for allocation of resources to needs and establishment of priorities, and ways to implement specific programs are included. In addition to lists of tables, charts, forms, sample questionnaires, and surveys, contents include "School Administration," "Community," "Instructional Program," "Instructional Personnel," "Facilities," "Special Services," and "Finance." (RB)

ED 087 997 CS 000 918
SEL Pathways to Better Schools--An Organization for Instruction Program. Number 2.
Southeastern Education Lab., Atlanta, Ga.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Mar 70
Note—98p.; For related documents see CS 000 917 and CS 000 919-000 923
EDRS Price MF-$0.75 HC-$4.20
Descriptors—Economically Disadvantaged, Educational Finance, *Educational Planning, Elementary Education, *Instructional Programs, *Program Development, *Program Proposals, *Rural Education, Rural School Systems, Secondary Education
Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III
This guide contains materials which are designed to assist rural school systems in assessing educational needs, in systematically planning strategies to develop an organization for an instructional program, and in applying for Title III funds. Instructions for a survey and an inventory of needs, suggestions for the allocation of resources according to needs and establishment of priorities, and ways to implement the program are included. The information about the content and organization of a written Title III proposal is programed and divided into two major divisions: the Case Commentary appears on the left hand side of each page, and the Illustrative Case appears on the right. Contents include "Statistical Data"; "Abstract," which contains a sample one-page proposal abstract; "The Community"; "Statement of Need"; "Objectives"; "Procedures"; "Emphasis"; "Planning"; "Participation of Nonpublic School Children"; "Evaluation"; "Dissemination," which suggests the use of press releases as a means of publicizing educational programs; "Qualifications of Professional Personnel"; "Facilities, Equipment, and Materials"; "Subcontracting"; and "Tax Effort." (RB)

ED 087 998 CS 000 919
SEL Pathways to Better Schools--An In-Service Training Program. Number 3.
Southeastern Education Lab., Atlanta, Ga.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Mar 70
Note—95p.; For related documents see CS 000 917-918 and CS 000 920 through CS 000 923
EDRS Price MF-$0.75 HC-$4.20
Descriptors—Economically Disadvantaged, Educational Finance, *Educational Planning, Elementary Education, *Inservice Teacher Education, *Program Development, *Program Proposals, *Rural Education, Rural School Systems, Secondary Education
Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III
This guide contains materials which are designed to assist rural school systems in assessing educational needs, in systematically planning strategies to develop an inservice teacher education program, and in applying for Title III funds. Included are instructions for a survey and an inventory of needs, suggestions for the allocation of resource according to needs and establishment of priorities, and ways to implement the program. The information about the content and organization of a written Title III proposal is programed and divided into two major divisions: the case commentary appears on the lefthand side of each page and the illustrative case appears on the right. Contents include: "Statistical Data"; "Abstract," which contains a sample one-page proposal abstract; "The Community"; "Statement of Need"; "Objectives"; "Procedures"; "Emphasis"; "Planning"; "Participation of Nonpublic School Children"; "Evaluation"; "Dissemination," which suggests the use of press releases as a means of publicizing educational programs; "Qualifications of Professional Personnel"; "Facilities, Equipment, and Materials"; "Subcontracting"; and "Tax Effort." (RB)

ED 087 999 CS 000 920
SEL Pathways to Better Schools--A Reading Program. Number 4.
Southeastern Education Lab., Atlanta, Ga.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Apr 70
Note—110p.; For related documents see CS 000 917-919 and CS 000 921-923
EDRS Price MF-$0.75 HC-$5.40
Descriptors—Economically Disadvantaged, Educational Finance, *Educational Planning, Elementary Education, *Program Development, *Program Proposals, *Reading Programs, *Rural Education, Rural School Systems, Secondary Education
Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III
This guide contains materials which are designed to assist rural school systems in assessing educational needs, in systematically planning strategies to develop a reading program, and in applying for Title III funds. Instructions for a survey and an inventory of needs, suggestions for the allocation of resources according to needs and establishment of priorities, and ways to implement the program are included. The information about the content and organization of a written Title III proposal is programed and divided into two major divisions: the Case Commentary appears on the left hand side of each page, and the Illustrative Case appears on the right. Contents include "Statistical Data"; "Abstract," which contains a sample one-page proposal abstract; "The Community"; "Statement of Need"; "Objectives"; "Procedures"; "Emphasis"; "Planning"; "Participation of Nonpublic School Children"; "Evaluation"; "Dissemination," which suggests the use of press releases as a means of publicizing educational programs; "Qualifications of Professional Personnel"; "Facilities, Equipment, and Materials"; "Subcontracting"; and "Tax Effort." (RB)

ED 088 000 CS 000 921
SEL Pathways to Better Schools--A Dropout Reduction Program. Number 5.
Southeastern Education Lab., Atlanta, Ga.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Apr 70
Note—113p.; For related documents see CS 000 917-920 and CS 000 922 through 923
EDRS Price MF-$0.75 HC-$5.40
Descriptors—Dropout Identification, *Dropout Prevention, Economically Disadvantaged, *Educational Planning, Potential Dropouts, *Program Development, *Program Proposals, *Rural Education, Rural School Systems, Secondary Education
Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III
This guide contains materials which are designed to assist rural school systems in assessing educational needs, in systematically planning strategies to develop a dropout reduction program, and in applying for Title III funds. Included are instructions for a survey and an inventory of needs, suggestions for the allocation of resources according to needs and establishment of priorities, and ways to implement the program. The information about the content and organization of a written Title III proposal is programed and divided into two major divisions: the case commentary appears on the lefthand side of each page and the illustrative case appears on the right. Contents include: "Statistical Data"; "Abstract," which contains a sample one-page proposal abstract; "The Community"; "Statement of Need"; "Objectives"; "Procedures"; "Emphasis"; "Planning"; "Participation of Nonpublic School Children"; "Evaluation"; "Dissemination," which suggests the use of press releases as a means of publicizing educational programs; "Qualifications of Professional Personnel"; "-

Facilities, Equipment, and Materials"; "Subcontracting"; and "Tax Effort." (RB)

ED 088 001 CS 000 922
SEL Pathways to Better Schools--A Preschool Training Program. Number 6.
Southeastern Education Lab., Atlanta, Ga.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date May 70
Note—120p.; For related documents see CS 000 917-921 and CS 000 923
EDRS Price MF-$0.75 HC-$5.40
Descriptors—Early Childhood Education, Economically Disadvantaged, Educational Finance, *Educational Planning, Preschool Education, *Preschool Programs, *Program Development, *Program Proposals, *Rural Education, Rural School Systems
Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III
This guide contains materials which are designed to assist rural school systems in assessing educational needs, in systematically planning strategies to develop a preschool training program, and in applying for Title III funds. Included are instructions for a survey and an inventory of needs, suggestions for the allocation of resources according to needs and the establishment of priorities, and ways to implement the program. The information about the content and organization of a written Title III proposal is programed and divided into two major divisions: the case commentary appears on the lefthand side of each page and the illustrative case appears on the right. Contents include: "Statistical Data"; "Abstract," which contains a sample one-page proposal abstract; "The Community"; "Statement of Need"; "Objectives"; "Procedures"; "Emphasis"; "Planning"; "Participation of Nonpublic School Children"; "Evaluation"; "Dissemination," which suggests the use of press releases as a means of publicizing educational programs; "Qualifications of Professional Personnel"; "-Facilities, Equipment, and Materials"; "Subcontracting"; and "Tax Effort." (RB)

ED 088 002 CS 000 923
SEL Pathways to Better Schools--A Communication Skills Program. Number 7.
Southeastern Education Lab., Atlanta, Ga.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date May 70
Note—88p.; For related documents see CS 000 917-000 922
EDRS Price MF-$0.75 HC-$4.20
Descriptors—*Communication Skills, Economically Disadvantaged, Educational Finance, *Educational Planning, Elementary Education, Oral Communication, *Program Development, *Program Proposals, *Rural Education, Rural School Systems, Secondary Education
Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III
This guide contains materials which are designed to assist rural school systems in assessing educational needs, in systematically planning strategies to develop a communication skills program, and in applying for Title III funds. Included are instructions for a survey and an inventory of needs, suggestions for the allocation of resources according to needs and establishment of priorities, and ways to implement the program. The information about the content and organization of a written Title III proposal is programed and divided into two major divisions: the case commentary appears on the lefthand side of each page and the illustrative case appears on the right. Contents include: "Statistical Data"; "Abstract," which contains a sample one-page proposal abstract; "The Community"; "Statement of Need"; "Objectives"; "Procedures"; "Emphasis"; "Planning"; "Participation of Nonpublic School Children"; "Evaluation"; "Dissemination," which suggests the use of press releases as a means of publicizing educational programs; "Qualifications of Professional Personnel"; "-Facilities, Equipment, and Materials"; "Subcontracting"; and "Tax Effort." (RB)

ED 088 003 CS 000 924
Singer, Harry
Preparation of Reading Content Specialists for the Junior High School; Teaching Reading in the Content Areas at the Junior High School Level: Strategies for Meeting a Wide Range of Individual Differences in Reading Achievement. Final Report.
California Univ., Riverside.; Riverside Unified School District, Calif.; San Bernardino City Unified School District, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 73
Grant—OEG-0-70-1732-721
Note—226p.
EDRS Price MF-$0.75 HC-$11.40
Descriptors—*Content Reading, *Ethnic Groups, Junior High School Students, Mexican Americans, Negroes, Reading, *Reading Improvement, *Reading Instruction, *Reading Materials, Reading Programs, Reading Research, Reading Skills, Secondary Education
This project investigated whether teachers, committed and trained to teach reading in the content areas at the junior high school level, could improve the reading performance of all their students, particularly Mexican-Americans and blacks. The chapters are organized to reflect the accomplishments in all the objectives of the program. The first chapter summarizes the program and reports on the research conducted. The second chapter reviews the research made prior to the investigation. The third chapter describes the teaching materials found to be beneficial and how they were used. The fourth chapter discusses instructional processes and strategies for teaching reading in the content area. The fifth chapter contains information on the consulting role of the specialists and the dissemination objective of the project. The sixth chapter contains the content reading specialists' evaluation, a report on the project to the Board of Education of Riverside Unified School District, and a summary of an on-site evaluation made by an outside evaluator. The appendixes contain consultant reports, tests used in the project, project literacy reports, lists of references and trade books, and statistical analysis of data. (WR)

ED 088 004 CS 000 925
Singer, Harry
IQ Is and Is Not Related to Reading.
Pub Date May 73
Note—43p.; Invitational paper read at the Annual Convention of the International Reading Association (Denver, Colorado, May 6, 1973)
EDRS Price MF-$0.75 HC-$1.85
Descriptors—Elementary Education, *Intelligence Quotient, Oral Reading, *Reading, *Reading Ability, Reading Achievement, *Reading Development, Reading Instruction
Whether IQ is or is not related to reading depends on such variables as the difficulty of the task, the time allowed for learning, the quality of instruction, and the nature of the tests used for assessing intelligence and reading. The relationship between intelligence--as assessed by an individual measuring instrument, such as the Stanford-Binet--and reading is at least minimized if the difficulty of the task is within the capabilities of the learner, individual differences in rate of learning are taken into account, instruction is organized to facilitate sequential learning, directions are given clearly so that all students understand them, and assessment of progress is based on criterion-referenced tests. On the other hand, if all of these variables are at the other extremes of their continua, and particularly if group tests of intelligence and criterion-referenced tests of reading achievement are used, then the relationship between intelligence and reading tends to be maximized. (Author)

ED 088 005 CS 000 926
Framework in Reading for the Elementary and Secondary Schools of California.
California State Dept. of Education, Sacramento.
Pub Date Mar 73
Note—78p.; Adopted by the California State Board of Education
EDRS Price MF-$0.75 HC-$4.20
Descriptors—Educational Objectives, Elementary Education, Language Skills, *Program Development, Program Planning, *Reading Instruction, *Reading Processes, *Reading Programs, Secondary Education, *Staff Role
Identifiers—*California
This book provides the basic structure for the teaching of reading in California and is designed for use by teachers of reading or by teachers in areas in which reading is important to the student's educational growth. Following an introduction to the reading framework, contents include "Philosophy, Goals, and Objectives of the Reading Program"; "The Student and the Reading Process," which discusses the acquisition and use of language skills by preschool children, elementary school children, and adolescents; "Program Planning and Development," which examines approaches to reading instruction and analyzes reading in the content areas, including techniques for evaluating the reading program; and "The Development of Staff," which explores the roles of the classroom teacher, the reading specialist, the paraprofessional, the school librarian, the school administrator, the reading consultant, and parents in developing a solid reading program. (RB)

ED 088 006 CS 000 927
Harker, W. John
Teaching Comprehension in Content Areas.
Pub Date Feb 74
Note—14p.; Paper presented at the Annual York University Reading Conference (7th, Toronto, February 20-23, 1974)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Content Reading, Reading, *Reading Comprehension, *Reading Improvement, *Reading Instruction, Reading Processes, Reading Research, Reading Skills, *Teaching Methods
To comprehend effectively, students must be taught how to analyze the particular comprehension tasks before them in order to determine the specific thinking processes necessary for the solution of these tasks at the appropriate level of difficulty. Rather than teaching specific comprehension skills in an abstract, formulistic manner separated from the immediate demands of content area reading, it is more realistic to teach pupils a flexible, generalized approach to comprehension tasks which can be applied directly in a variety of contextual settings. The specific demands of content area reading require pupils to apply comprehension skills in different ways, depending on the nature of the content material being read and the pupils' purpose for reading it. As pupils grow in their ability to analyze and solve comprehension tasks in different content areas, their ability to use the skills appropriate for comprehension in these areas will develop concomitantly. (WR)

ED 088 007 CS 000 928
Bradley, R. C.
Values and Reading.
Pub Date May 74
Note—17p.; Paper presented at the Annual Convention of the International Reading Association (19th, New Orleans, May 1-4, 1974)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Affective Behavior, Educational Objectives, Educational Philosophy, Elementary Education, Moral Values, *Personal Values, *Reading, *Reading Instruction, Social Values, *Values
Identifiers—*Values Education
Motivation to do good work in reading is a learned behavior. Values involve beliefs and worth and are likewise learned. Youngsters, particularly boys, are actually establishing one kind of hierarchy about values in their minds for school purposes but live according to another when they are out of school. An attempt must be made to correct this dual, confusing role that far too many children feel they must play. Some teachers unknowingly react to children in prejudiced ways. The wise teacher of reading will cherish youth first and skills in reading second. He will behave quite differently from the teacher who cherishes things, materials, and skills first as his own particular value pattern. Whatever teachers do at school, if children value it, they will learn it. Thus, it humbles all of us when we realize that the burden of responsibility is on our own shoulders to see to it that youth is experiencing the right types of reading, thinking, and value-oriented activities. (Author)

ED 088 008 CS 000 929
Calkins, Eloise O., Comp.
Reading Forum: A Collection of Reference Papers Concerned with Reading Disability.
National Inst. of Neurological Diseases and Stroke (NIH), Bethesda, Md.
Report No—DHEW-NIH-73-44; NINDS-Monogr-11
Pub Date [70]

Note—255p.; See related document ED 037 317 for Committee's Final Report "Reading Disorders"
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402 ($2.85 domestic postpaid; $2.50 GPO Bookstore)
EDRS Price MF-$0.75 HC-$12.60
Descriptors—Beginning Reading, *Dyslexia, Early Reading, Elementary Education, Preschool Education, *Reading Diagnosis, *Reading Difficulty, Reading Failure, *Reading Instruction, Reading Processes, *Remedial Reading, Teaching Methods
Collected together in this volume are the background papers for the National Advisory Committee on Dyslexia and Related Reading Disorders. Papers include "The Nature of the Reading Process"; "Bases of Classification of Reading Disorders"; "Sex Differences in Reading Disability"; "Dyslexia: Neurological and Genetic Etiology"; "Dyslexia and Its Remediation"; "Relation of Early Language Development to Subsequent Reading Disorder"; "Preschool Intervention"; "-Preschool Educational Strategies and Issues: A Review"; "The Role of Individual Diagnosis in Remedial Planning for Reading Disorders"; "The Nature of the Reading Process, The Rationale of Non-Educational Remedial Methods"; "Early Identification of Potentially Retarded Readers within the School System"; "School Age Programs: Modifications of Teaching Methods and Materials for Total Population Groups"; "The Teaching of Children with Language Disabilities--Small Groups"; "Manpower"; "Development of Competencies for the Teaching of Reading to Children who have not Learned under Conventional Procedures"; "New Trends in Reading"; "Understanding Learning Disabilities"; and "-Directories of Remedial Reading Services." (HOD)

ED 088 009 CS 000 930
Hebert, Adlar
A Study of the Preservice and Inservice Education of Elementary School Teachers in the Teaching of Reading and Their Specific Needs and Problems in Teaching Reading.
Pub Date 73
Note—248p.; Ed.D. Dissertation, McNeese State University
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-30,238, MFilm $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Doctoral Theses, *Elementary Grades, Reading, Reading Ability, Reading Diagnosis, *Reading Improvement, *Reading Instruction, *Reading Research, *Teacher Role, Teaching Styles
This study was designed to survey and describe the preservice education, inservice education, and the stated needs and problems of elementary school teachers of reading, grades one through six, in selected parishes of southwestern Louisiana and, also, to make comparisons in the manner each of eight dichotomous groups of respondents who had different characteristics ranked the stated needs and problems in teaching reading. Of the 969 elementary school teachers of reading who were sent questionnaires, 903 returned completed forms. Some of the findings included: the majority of respondents were under forty years of age; only 3.98 percent of the respondents held membership in the International Reading Association; over two-thirds of the respondents stated a need for additional preparation for treating reading difficulties and for remedial instruction; the greatest need of the respondents was providing for disabled readers in the classroom; ability grouping was utilized on a daily basis by more than 80 percent of the respondents; and the respondents reported that the most frequent source of assistance in teaching reading was their fellow teachers. (Author/WR)

ED 088 010 CS 000 931
Higdon, Bella Adele Wagner
A Comparative Analysis of the Reading Laboratory Method of Teaching Reading in the Elementary School with the Methods Used in Self-Contained Classrooms in the Elementary School.
Pub Date 73
Note—124p.; Ed.D. Dissertation, McNeese State University
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-30,239, MFilm $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Doctoral Theses, Elementary Grades, Junior High Schools, Reading, *Reading Achievement, *Reading Centers, *Reading Comprehension, Reading Instruction, *Reading Research, Reading Skills, *Self Contained Classrooms, Vocabulary
The purpose of this study was to determine if there was a statistically significant difference in the reading achievement of students enrolled in the reading laboratory approach to teaching reading when compared to those students enrolled in a regular self-contained classroom situation. The subjects were students enrolled in grades three through eight. A control group was formed by matching 705 students from self-contained classrooms with 705 students from laboratory classrooms. The students were matched on the basis of pretest comprehension scores on the Gates-MacGinitie Reading Test. Post-test scores of the Gates-MacGinitie Reading Test were tabulated for each student, and a t-test statistical procedure was computed to determine the significant difference in the two approaches. The results indicated that there was a significant difference in vocabulary in favor of the reading lab group in grades three, four, and six; and that there was a significant difference in comprehension in favor of the reading lab students in grades four, five, six, and eight. (Author/WR)

ED 088 011 CS 000 932
Ienatsch, Grant Peter
The Effectiveness of Teacher Interaction on Televised Instruction Designed to Supplement a Reading Program for Second-Graders.
Pub Date 73
Note—269p.; Ph.D. Dissertation, The University of Iowa
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-30,931, MFilm $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*Beginning Reading, Doctoral Theses, *Educational Television, Grade 2, Reading, *Reading Improvement, Reading Instruction, Reading Programs, *Reading Research, Reading Skills, Teacher Guidance
Identifiers—*Electric Company
The purpose of this study was to determine the effect that various methods of using television have on instruction in reading for second graders. A specific part of the study was to explore whether teacher interaction is an important consideration in the use of the educational television program, "The Electric Company." A sample of 156 second graders from three north-central Iowa schools in two adjoining school districts was assigned as class groups to three treatment groups: (1) the viewing by fifty students of "The Electric Company" with no teacher interaction, (2) the viewing by fifty-six students of "The Electric Company" with teacher interaction, and (3) the use of regular basal reading materials by fifty students who did not view "The Electric Company." The time spent on reading in the eight week study, which included forty episodes of "The Electric Company," was held constant at one hour and forty-five minutes per day. The results indicated that teacher interaction with children on "The Electric Company" yielded more favorable results, and that children who watched the program without teacher interaction made no significant gains over children engaged in a basal reading program. (Author/WR)

ED 088 012 CS 000 933
Sones, Gittelle Krauthamer
Relationship of Cognitive Styles and Reading Readiness in Kindergarten Children.
Pub Date 73
Note—144p.; Ed.D. Dissertation, University of California, Los Angeles
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-28,984, MFilm $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Academic Achievement, *Beginning Reading, *Cognitive Processes, Early Childhood Education, Kindergarten Children, Psychomotor Skills, *Reading Achievement, Reading Difficulty, *Reading Readiness, *Reading Research
The purpose of this research was to evaluate the relationship between cognitive style and reading readiness in kindergarten children categorized as potential successes or failures in reading. The cognitive styles that were assessed consisted of field-independence-dependence and impulsivity-reflectivity. The subjects were 60 male and 60 female children aged five and one-half to six and one-half years randomly selected from ten elementary schools in Los Angeles. The findings of the study indicate that children, whether or not they are predicted to be successful or problem readers, tend to be at similar levels of cognitive functioning for field-independence-dependence and perceptual impulsivity-reflectivity. However, motoric impulsivity-reflectivity appears to clearly differentiate between these two groups. In effect, an individual's ability to inhibit spontaneous motor activity in the service of a task, particularly when under instruction to do so, appears to be a crucial variable for successful reading. Educators need to spend their creative energies to devise new and more exciting instructional materials for these and all children. (Author/RB)

ED 088 013 CS 000 934
Stapleton, LeRoy Earl
A Long-Range, Diagnostic-Prescriptive Reading Intervention Program Employing the Frostig Test of Visual Perceptual Development and the Illinois Test of Psycholinguistic Abilities with Low Socioeconomic, Semi-Urban, Elementary Students of the Okaloosa County Florida Public Schools.
Pub Date 73
Note—134p.; Ph.D. Dissertation, The Florida State University
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-31,563, MFilm $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Arithmetic, *Diagnostic Teaching, *Disadvantaged Youth, Doctoral Theses, Educational Diagnosis, Grade 4, Grade 5, Language Handicaps, Language Instruction, *Learning Difficulties, Reading, Reading Achievement, Reading Improvement, *Reading Research, Reading Skills
Identifiers—Frosting Development Test of Visual Perception, *Illinois Test of Psycholinguistic Abilities
The purpose of this study was to determine the comparative effects of the Frostig Developmental Test of Visual Perception (DTVP) and the Illinois Test of Psycholinguistic Abilities (ITPA) treatment interventions on oral reading, psycholinguistic growth, total achievement, and achievement in the areas of reading, language, and arithmetic. The research subjects remaining in the study after thirty months of treatment were 29 third, fourth, and fifth grade students in the age range of 125 to 140 months, who were assigned to eight different elementary schools. Approximately 70 percent of the subjects were black and 30 percent were white. The experimental subjects worked in a normal school reading laboratory, under the supervision of a certified supervisor of reading and ten para-professional teachers. The combined Frostig-ITPA treatment subjects did not reach significance in oral reading. They reached high significance in psycholinguistic abilities as measured by test and retest scores on the ITPA. They reached significance in language achievement as measured by the California Test of Basic Skills. Significance was not reached on the criterion values of restoring 50 percent of the experimental subjects to reading normalcy. (Author/WR)

ED 088 014 CS 000 935
Walter, Richard Barry
An Investigation into the Relationships Between Cloze Test Scores and Informal Reading Inventory Scores of Fifth Grade Pupils.
Pub Date 73
Note—196p.; Ph.D. Dissertation, Ball State University
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-25,515, MFilm $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*Cloze Procedure, Elementary Education, Evaluation Techniques, Grade 5, *In-

formal Reading Inventory, Reading Ability, *Reading Comprehension, *Reading Level, *Reading Research, Teacher Role

This study investigated the relationship between instructional level scores as determined by a cloze test and instructional level scores as determined by an informal reading inventory (IRI). Fifty male and 50 female subjects were randomly selected from the total fifth grade population of five schools chosen from a total of 22 midwestern elementary schools. The testing of five null hypotheses resulted in significant correlation coefficients at the .01 level between instructional level scores as determined by: an IRI and instructional level scores as determined by a cloze test (.78); and IRI and teachers' estimates of their pupils' instructional levels (.82); a cloze test and teachers' estimates of their pupils' instructional levels (.74); a cloze test and instructional level scores as determined by the word recognition subtest of the IRI (.78); and a cloze test and instructional level scores as determined by the comprehension subtest of the IRI (.69). Findings indicate that high correlation coefficients are an inadequate criterion on which to accept the cloze procedures as a valid technique for determining the instructional levels of pupils, and teachers' estimates are inaccurate to the point where their continued use cannot be justified. (Author/RB)

ED 088 015 CS 000 936

Wilson, Malcolm Wetherill

Vocabulary Response Patterns and Processes of Seventh Grade Students.

Pub Date 73

Note—108p.; Ed.D. Dissertation, The University of Arizona

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-30,258, MFilm $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—Grade 7, Instructional Materials, *Intelligence, Junior High Schools, Language Skills, *Reading Achievement, Reading Processes, *Reading Research, *Response Mode, Teaching Methods, *Vocabulary Development

The purposes of this study were to explore the vocabulary response patterns of seventh grade students and to note the relationships which exist between their response patterns and their reading achievement and intelligence. The subjects for this study were randomly selected students entering the seventh grade of a junior high school in a middle to higher socioeconomic suburb of Tucson, Arizona. The findings of the study supported these conclusions: children of differing intelligence and reading achievement within a grade level demonstrate different group response patterns in a word defining task; children of lower reading achievement and intelligence demonstrate more difficulty in dealing with typical teaching and testing techniques for vocabulary development than do children of higher achievement and intelligence; few children are aware of the processes by which they acquire word meanings. The implication was that teaching materials and methodologies for the development of word meaning might be more closely tailored to the thinking styles of the children and that each child's preferred style might be used more as a beginning point for instruction and testing. (Author/RB)

ED 088 016 CS 000 938

Dantzler, Dolores J.

The Attitudes of Blacks Toward Stories in Selected Basal Readers Which Contain Negro Characters: Teaching Black Experience Through Literature.

Pub Date May 74

Note—13p.; Paper presented at the Annual Meeting of the International Reading Association (19th, New Orleans, May 1-4, 1974)

EDRS Price MF-$0.75 HC-$1.50

Descriptors—*Basic Reading, Elementary Grades, Ethnic Groups, Illustrations, *Negroes, *Racial Discrimination, Reading, *Reading Materials, Reading Material Selection, *Reading Research, Textbooks

The purpose of this study were to determine the extent to which basal readers contain stories pertaining to blacks; to find out if the racial implications stated in basal texts are those that blacks want; to locate the black heroes in basal readers and evaluate whether or not these are the preferred heroes of the population of blacks sampled in this study; and to determine whether or not there is an independence of response of the population of blacks sampled in this study according to certain categories such as age, sex, and city. Basal series, grades three, four, five, and six, were reviewed to find stories that would determine the need for this study. One state from each of ten Health, Education and Welfare regions in the continental United States was randomly selected as the representative area. From the state-adopted lists of six of these states, five representative basal reader series were randomly selected: the Sheldon Basic Reading Series, the READ Series, the Ginn Basic Reading Series, the Harper and Row Basic Reading Series, and Lippincott Basic Reading Series. The results indicated that the percentage of stories pertaining to blacks is non-representative of the population, more stories in basals should be written by black authors, and racial incidents were not accurately recorded in four of the five stories. (WR)

ED 088 017 CS 000 939

Fiddler, Jerry B.

Utilizing Common Content to Provide for Group Experiences Stemming from Individualized Reading.

Pub Date May 74

Note—10p.; Paper presented at the Annual Meeting of the International Reading Association (19th, New Orleans, May 1-4, 1974)

EDRS Price MF-$0.75 HC-$1.50

Descriptors—Elementary Grades, *Group Reading, *Individualized Reading, Reading, Reading Development, Reading Improvement, *Reading Instruction, Reading Materials, *Reading Programs, Reading Skills, Secondary Grades

Identifiers—*Common Content Based Reading

There is a place in every classroom for individualized reading. A common-content-based approach can be employed at any grade level, provided appropriate modifications are made. The initial step is to tell the students that soon they will be choosing their own books to read. After that they are asked to try to think of the types of things about which they might read that might be found in one form or another in everyone's reading material, even though they might all be reading different things. With not much prompting, most classes can usually identify a list of characteristics common to people, such as love, wisdom, understanding, patience, and hatred. After discussing the terms and possibly constructing operational definitions for them, the children are asked to begin reading materials of their choice and to record as accurately as possible the page that contains an example of the characteristics listed. After the termination of the reading sessions, the teacher should present each pupil with a tally sheet containing a list of the human characteristics that were considered. (WR)

ED 088 018 CS 000 940

Brunner, Joseph F. Grobe, Shelley F.

An Evaluation of Graduate Students' Perceptions of Program Objectives.

Pub Date 73

Note—17p.; Unpublished study conducted at the Reading Center of the State of New Jersey, Montclair State College

EDRS Price MF-$0.75 HC-$1.50

Descriptors—*College Programs, Educational Objectives, Higher Education, *Masters Degrees, *Objectives, Reading, *Reading Programs, *Reading Research, Reading Skills

The purpose of this study was to collect information about the graduate degree program in reading at Montclair State College, the graduates' professional and educational involvement, and graduates' perception and assessment of the level of attainment of the program objectives. Questionnaires were sent to 42 master's graduates from the graduate degree program in reading who graduated from 1968 through 1973. The college's catalog of courses was used to specify objectives of the graduate degree program in reading. Each catalog course description was studied to extrapolate objectives. A total of 28 course objectives reflecting this extrapolation procedure were constructed. A five-point rating scale was assigned to each item. Some of the results indicated that the differences between reading specialists' and classroom teachers' assessments of objectives reflecting required and elective courses and applied and theoretical information were not significant. Both groups rated objectives reflecting applied information highest and objectives reflecting theoretical information lowest, and classroom teachers rated the objectives from three of four areas higher than reading specialists did. (WR)

ED 088 019 CS 000 941

Newman, Murray A. Newman, Yvonne N.

A Developmental Study of a Free Recall Learning Strategy.

Pub Date Apr 74

Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, April 15-19, 1974)

EDRS Price MF-$0.75 HC-$1.50

Descriptors—Adults, *Cognitive Processes, *Educational Research, Elementary Grades, Learning, *Learning Processes, *Learning Theories, Preschool Children, *Recall (Psychological)

The purposes of this study were to examine priority of recall of newly learned items (PRNI) from a developmental standpoint and to investigate whether preschool children are capable of using the attentional strategy employed by adults in free recall learning (FRL) of new items. In the first experiment the PRNI effect was examined from a developmental standpoint, using 160 subjects selected from middle-class settings and evenly divided on the basis of age into four groups: preschool, second grade, sixth grade, and adult. Two lists of unrelated words were constructed for each age group and presented orally at a one-second rate with a one-second interval between words. Subjects were allowed unlimited time for free oral recall. In the second experiment 20 males and 20 females with an average age of 4.7 were used as subjects. The procedures were the same as in the first experiment, with one exception. The subjects were instructed on how to use a PRNI strategy. The findings indicated an absence of PRNI at the preschool level and the presence of PRNI at the elementary and adult levels. Also, the fact that the amount of PRNI is related to age is supportive of the idea PRNI reflects the use of a relatively sophisticated learning strategy. (WR)

ED 088 020 CS 000 943

Fairbanks, Marilyn M. Snozek, Dorothy A.

Checklist of Current Practices in Reading and Study Skills Programs for College Students.

Pub Date Nov 73

Note—20p.; Paper presented at the Annual Meeting of the College Reading Association (17th, Silver Spring, Maryland, November 1-3, 1973)

EDRS Price MF-$0.75 HC-$1.50

Descriptors—College Curriculum, *College Programs, *College Teachers, *Reading, Reading Development, Reading Diagnosis, Reading Instruction, *Reading Programs, *School Surveys

This document presents in table form a summary of the findings of a survey which was based on a checklist sent to 95 active College Reading Association Members. The subjects were grouped according to size and type of institution: (1) junior and community colleges with student enrollments less than 5000; (2) junior and community colleges with student enrollments greater than 5000; (3) four year colleges and institutions granting advanced degrees with student enrollments under 5000; and (4) four year colleges and institutions granting advanced degrees with student enrollments over 5000. The subcategories of the checklist were information concerning institution, nature of total offerings, procedures for diagnosis of student difficulties and evaluation of student progress, institutional responses, sponsorship and support of program, staffing, student selection and inclusion, and how instructional time is proportioned. (WR)

ED 088 021 CS 000 944

Osborne, John W.

Free Recall of Differentially Arousing Words.

Pub Date Apr 74

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, April 15-19, 1974)

EDRS Price MF-$0.75 HC-$1.50

Descriptors—Cognitive Processes, *Educational Research, Learning Characteristics, *Learning Processes, *Learning Theories, *Memory, *Verbal Learning

Subjects in an independent groups free learning experiment recalled list of low- or high-arousal words, matched for imagery and frequency and

exposed randomly for 3 seconds and 9 seconds. Extrapolating neural consolidation theory to previous work on serial position effects led to the predictions that (1) arousal facilitates primacy; (2) arousal inhibits recency; (3) arousal facilitates primacy increasingly with a longer exposure time; (4) arousal inhibits recency less with a longer exposure time. It was also predicted that (5) increased exposure time facilitates primacy. Although arousal significantly facilitated recall over both exposure times, none of the predictions were supported. Several analyses suggested that the arousal effect was not a function of differential clustering within list types. The results were interpreted as consistent with the claim that word arousal facilitates recall primarily through an increase in autonomic, but not necessarily cortical, arousal. (Author)

ED 088 022 CS 000 945

Palmer, William S.

Teaching Reading in the Content Areas: Three Pitfalls, Three Possibilities.

Pub Date May 74

Note—14p.; Paper presented at the Annual Meeting of the International Reading Association (19th, New Orleans, May 1-4, 1974)

EDRS Price MF-$0.75 HC-$1.50

Descriptors—*Content Reading, Decoding (Reading), Elementary Grades, Reading, Reading Comprehension, Reading Development, *Reading Improvement, *Reading Instruction, Reading Processes, *Reading Programs, *Reading Skills, Secondary Grades

A common pitfall is the assumption that the teaching of reading in the content areas is an esoteric mystery to be solved only by the reading specialist. The teacher of a content area should guide his students in the application of basic skills and study methods to the materials used. A second pitfall is the assumption, often made by the unskilled teacher of reading, that the best place to begin reading instruction is the extensive training in phonics. The good reader combines phonic skills, context clues, and sight vocabulary. A third pitfall is the tendency to teach reading as if this highly complex mental activity required little more than just a bag of devices. The possibilities for improving the teaching of reading should include putting into practice the teaching of reading as a process. The discerning teacher of a content area uses in part the student's self as content, thereby placing the teaching of reading as a process in as broad a context as possible. A second and related possibility for improving reading instruction in the content areas is the building of instruction upon significant leads from linguistics. A third possibility is bridging the gap between the spoken language, experiences, and the variety of patterns within printed language. (WR)

ED 088 023 CS 000 947

Platt, Penny

Grapho-Linguistics: The Study of the Communicative Properties of Children's Drawings and Their Role in the Initial Acquisition of Writing and Reading Skills.

Pub Date May 74

Note—26p.; Paper presented at the Annual Meeting of the International Reading Association (19th, New Orleans, May 1-4, 1974)

EDRS Price MF-$0.75 HC-$1.85

Descriptors—*Art Expression, Associative Learning, *Beginning Reading, Child Development, *Language Development, *Reading Development, Reading Research, *Symbolism, Writing

Identifiers—*Grapho Linguistics

The grapho-linguistic approach to teaching reading involves the labeling of self-initiated graphic images reinforced by the copying of the written labels, which helps the child to understand the transference of meaning from the object to its name to its written name. The best time to start labeling strategies is when the child draws recognizable images and demonstrates horizontality. A child who is actively trying to learn the signs attached to objects is demonstrating that he has discovered the symbolic function of the written word. After proving successful in Washington, D. C., the grapho-linguistic approach to teaching reading now appears to hold the greatest promise for laying a good reading foundation based on the following factors: (1) drawing comes as naturally to a child as walking, talking, and playing; (2) the child invests his drawings with meaning; (3) the child who is helped to realize that he can convert verbal images into graphic images is preparing himself to convert graphic images into alphabetic images or words; (4) since reading cannot take place until speech is converted into written symbols, then handwriting should be the intermediary step between drawing and reading; and (5) the drawing paper becomes the ideal medium whereby to effect this exchange. (HOD)

ED 088 024 CS 000 948

Evaluation of Title II Projects Yields Interesting Results. ESEA Title II and the Right to Read, Notable Reading Projects, January-March, 1973, No. 12-13.

Office of Education (DHEW), Washington, D.C.

Report No—DHEW-OE-74-21101

Pub Date Mar 73

Note—13p.

EDRS Price MF-$0.75 HC-$1.50

Descriptors—Behavioral Objectives, Elementary Grades, *Reading, Reading Development, *Reading Improvement, *Reading Programs, Reading Skills, Secondary Grades

Identifiers—*Elementary Secondary Education Act Title II, Right to Read

The nineteen project descriptions in this report were supplied by Elementary and Secondary Education Act Title II coordinators and reading and media specialists in the Bureau of Indian Affairs and the state departments of education of Arizona, Illinois, Kansas, Maryland, Michigan, New Hampshire, New Jersey, New York, and Ohio. They range from a program for two rural, financially and culturally deprived elementary schools in New Hampshire, which provides children with experiences in the best children's literature, to an independent study program in American History at a junior high school in Michigan. Each project description includes the title, objective, project description, number of pupils served, amount and type of Title II grant, evaluation, and information on whom to write for further information. Some of the projects also indicate further federal program assistance. (WR)

ED 088 025 CS 000 949

Title II Staff Issues Supplement to Reading and Media Selection Aid. ESEA Title II and The Right to Read, Notable Reading Projects, May-July, 1973, No. 14-15.

Office of Education (DHEW), Washington, D.C.

Report No—DHEW-OE-74-21101

Pub Date Jul 73

Note—12p.

EDRS Price MF-$0.75 HC-$1.50

Descriptors—Behavioral Objectives, Elementary Grades, *Reading, Reading Development, *Reading Improvement, *Reading Programs, Reading Skills, Secondary Grades

Identifiers—*Elementary Secondary Education Act Title II, Right to Read

This pamphlet is the thirteenth in a series of reports which describe reading projects funded under Title II of the Elementary and Secondary Education Act (ESEA). Information about the 19 projects summarized in this issue was supplied by ESEA Title II coordinators and reading and media specialists in state departments of education in Alaska, American Samoa, the District of Columbia, Hawaii, Kansas, Maine, Michigan, New York, North Dakota, and Ohio. The description of each project includes title, objective, a brief description, number of pupils served, amount and type of Title II grant, evaluation, and information on whom to write for further information. Some of the projects also indicate additional federal assistance. (WR)

ED 088 026 CS 000 950

Sheridan, Harriet W., Ed.

Focus on Reading.

Minnesota Council of Teachers of English.

Pub Date 72

Note—65p.

Available from—Harriet W. Sheridan, Editor, Carleton College, Northfield, Minnesota 55057 ($1.50)

Journal Cit—Minnesota English Journal; v8 n2 Entire Issue Fall 1972

EDRS Price MF-$0.75 HC-$3.15

Descriptors—*Childrens Books, Elementary Grades, Feminism, *Reading, Reading Development, *Reading Improvement, *Reading Materials, Reading Skills, Remedial Reading, Secondary Education, *Sex Discrimination

The theme of this issue of the "Minnesota English Journal" is reading. The contents include "Preamblings," which discusses some of the current concerns in reading instruction; "The State of Minnesota's Right to Read Program," which looks at the Minnesota plan for building the reading program in conjunction with inservice education, and for developing leadership within administrations; "What Every Teacher Should Know About Dyslexia," which points out symptoms characteristic of the dyslexic child; "The Hidden Handicap in the High School Classroom," which discusses a high school student's problems and the remediation procedure used with him; "'A Woman's Place': What's Cooking in Junior High School English Anthologies," which reports the results of research to determine the existence of stereotyped or biased portrayals of women in books that teachers may be using; "Women in Fiction," which discusses a course that looks at the role of women in fiction; "A Unit on Minnesota Indians: The Anishinabe and The Dakota"; "Literature and Life: Searching through the Creative Process," which discusses a method of teaching literature; and "About the Female of the Species," which looks at the portrayal of women in children's books. (WR)

ED 088 027 CS 000 952

Putnam, Lillian R.

Reading Methods in Urban Disadvantaged Schools: What Really Works in Primary Grades?

Pub Date May 74

Note—12p.; Paper presented at the Annual Meeting of the International Reading Association (19th, New Orleans, May 1-4, 1974)

EDRS Price MF-$0.75 HC-$1.50

Descriptors—*Beginning Reading, *Disadvantaged Youth, Elementary Grades, *Learning Difficulties, Nonstandard Dialects, Reading, Reading Development, Reading Improvement, *Reading Instruction, Reading Programs, *Reading Skills, Urban Education

This paper discusses the characteristics of inner-city, deprived children which cause learning difficulties; the characteristics of typical basal readers which cause problems for these children; conditions which promote optimal learning; and practical suggestions for instruction. The areas of learning difficulty for the children discussed include listening, speaking, reading, lack of experiences, high mobility, immediate physical needs, and abstractions. The characteristics of basal readers discussed which cause learning problems include the vocabulary load placed on the child, deferring the teaching of vowel sounds to second grade, lack of sufficient practice in skills learned in different settings, gaps in instruction, teaching too many things at once, and dependence on assumptive teaching. Conditions discussed which promote optimal learning include the presentation of tasks in segments, teaching in the easiest possible sequence, progression determined by mastery, transfer of skills, repetition of learned skills, and immediate and valued reinforcement. Practical suggestions for instruction include the use of the language experience approach, which can involve teaching phonics and word recognition skills to avoid many of the problems present in basal readers. (WR)

ED 088 028 CS 000 953

Hagstrom, Jon M.

A Comparison of the Reading Abilities of a Junior College Occupational Education Population and the Readability Levels of Their Texts.

Columbia Junior Coll., Calif.

Spons Agency—California State Dept. of Education, Sacramento. Research Coordinating Unit.; Office of Education (DHEW), Washington, D.C.

Pub Date [74]

Note—16p.

EDRS Price MF-$0.75 HC-$1.50

Descriptors—Community Colleges, Learning, *Readability, Reading, Reading Ability, Reading Comprehension, *Reading Difficulty, Reading Level, *Reading Materials, *Reading Research, Reading Skills, *Vocational Schools

The purpose of this project was to compare the reading levels of students in vocational programs in a two-year community college with the readability levels of the materials they were required to read in their daily learning activities. The Diagnostic Reading Test, Form A, was administered to 120 students in five different occupational

courses. Twelve texts for the five classes were evaluated for reading difficulty using the Dale-Chall formula. Of the twelve texts evaluated for the five different classes, nine proved to be inappropriate for the learners on the basis that a text should not be more than one grade level above the reading ability of the student who uses it. It was recommended that publishers be urged to advertise the readability levels of specific texts and other materials in order to ensure that unsuspecting or untrained instructors do not make an inappropriate selection. (WR)

ED 088 029 CS 000 954

Blow, Barbara Luscomb

Individualized Reading: A Course of Study for a One Semester Elective Course at Cedar Falls Senior High, Cedar Falls, Iowa.

Pub Date 74

Note—88p.

Available from—Barbara Blow, 1701 Waterloo Road, Cedar Falls, Iowa 50613 ($5.00)

EDRS Price MF-$0.75 HC-$4.20

Descriptors—Adolescent Literature, Books, *Course Descriptions, Course Objectives, *Curriculum Guides, *Elective Subjects, *English Instruction, *Individualized Reading, Reading Materials, Remedial Reading, Secondary Education, *Teaching Techniques

Identifiers—Self Selection (Reading)

This document describes an elective course in individualized reading for secondary students experiencing reading difficulty, and it presents course objectives and reading materials. The contents are divided into four sections: "The Course" presents a brief history of the individualized reading program, examines the role of the librarian in such a program, and discusses the teacher's role and procedures in the implementation of such a program; "Student Materials" includes a course description and objectives, general information, a discussion of the grading policy, suggestions for teacher-student conferences, and a list of discussion topics for the conferences; "Forms" contains book and reading records as well as daily records of student activities and a conference evaluation form for the teacher; and "Book Lists" cites books read by ten or more students between 1968 and 1974, the most popular books from the fall semester of 1973, and a cumulative list of books read from 1968 to 1974. (RB)

ED 088 030 CS 000 955

Moss, Elaine, Comp.

Children's Books of the Year 1971.

British Council, London (England).; National Book League, London (England).

Pub Date 72

Note—128p.

Available from—Hamish Hamilton Children's Books Ltd., 90 Great Russell St., London WC1B 3 PT (75 pence net)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, *Booklists, *Childrens Books, *Fiction, Literary Genres, *Twentieth Century Literature

Identifiers—*Britain

Selected from the reference library of current children's books housed at the National Book League in London, the 323 books in this annotated bibliography reflect the author's personal selection of those works which seemed most worth noticing from the publications of 1971. Books are categorized into picture books, fictional stories for five to eight year olds, myths and legends, fictional stories for eight to eleven year olds, fictional novels for eleven to fourteen year olds, prose collections and miscellanies, the arts, people and places, science and natural history, hobbies and sports, paperback editions, and new editions in hard covers. The listings are arranged alphabetically by author. Indexes of authors and titles conclude the bibliography. (HOD)

ED 088 031 CS 000 956

Moss, Elaine, Comp.

Children's Books of the Year 1972.

British Council, London (England).; National Book League, London (England).

Pub Date 73

Note—128p.

Available from—Hamish Hamilton Children's Books Ltd; 90 Great Russell St., London WC1B 3 PT (75 pence net)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, *Booklists, *Childrens Books, *Fiction, Literary Genres, *Twentieth Century Literature

Identifiers—*Britain

Selected from the reference library of current children's books housed at the National Book League in London, the 323 books in this annotated bibliography reflect the author's personal selection of those works which seemed most worth noticing from the publications of 1972. Books are categorized into picture books, fictional stories for five to eight year olds, myths and legends, fictional stories for eight to eleven year olds, fictional novels for eleven to fourteen year olds, prose collections and miscellanies, the arts, people and places, science and natural history, hobbies and sports, paperback editions, and new editions in hard covers. The listings are arranged alphabetically by author. Indexes of authors and titles conclude the bibliography. (HOD)

ED 088 032 CS 000 957

Grise, Philip J., Jr.

The Results of Sensory Motor or Perceptual Motor Programs on Beginning Reading Skills--A Review of the Literature.

Pub Date Jun 73

Note—93p.; Paper submitted to the Florida State University, Department of Educational Research and Testing in partial fulfillment of the Preliminary Examination for the Ph.D. degree

EDRS Price MF-$0.75 HC-$4.20

Descriptors—*Beginning Reading, Doctoral Theses, Grade 1, Kindergarten, Learning, *Literature Reviews, *Perceptual Motor Learning, Reading, Reading Processes, Reading Programs, *Reading Readiness, *Reading Skills

This thesis reviews those articles that have been published since the early 1960s in the area of perceptual-motor and sensory-motor programs which affect reading readiness in beginning readers at the kindergarten-first grade level. The contents include: "Reading: A Definition," which looks at some of the definitions proffered by authors in the field of reading; "Perceptual-Motor or Sensory-Motor (Programs)--A Definition," which discusses several of the sensory motor skills; "A Description of 'Readiness' as It Relates to Reading," which presents the views of authorities about predictors of success in reading; "Reading Readiness Skills," which discusses some of the readiness skills; "Gross-Motor Training Programs," which presents articles and other works which are based on the use of gross-motor, perceptual-motor, or sensory-motor training programs; "Fine-Motor Training Programs," which presents articles and other works which are based on the use of fine-motor, perceptual-motor, or sensory-motor training programs; "Visual Motor/Visual Discrimination Training Programs," which presents material related to training pupils to read using visual-motor or visual-discrimination training; and "Summary of Research Implications." (WR)

ED 088 033 CS 000 959

The Diagnostic-Prescriptive-Individualized Primary Reading Program; An Introduction.

Louisville Public Schools, Ky.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date Jan 74

Note—11p.

EDRS Price MF-$0.75 HC-$1.50

Descriptors—Beginning Reading, *Diagnostic Teaching, *Individualized Instruction, Primary Grades, Reading, *Reading Achievement, Reading Development, Reading Diagnosis, Reading Improvement, *Reading Instruction, *Reading Programs, Reading Skills

Identifiers—*DPI Primary Reading Program, Elementary Secondary Education Act Title I, ESEA Title I

The two-year goal of the Diagnostic-Prescriptive-Individualized Primary Reading Program (DPI) is to cut in half the deficit between the national norms and actual achievement scores of the pupils as measured by the California Achievement Tests at the first and second grade levels and the California Test of Basic Skills at the third grade level. As the DPI primary reading program enters its second year, the overall objective is being realized through the DPI management system, which includes: three hours of reading/language arts instruction daily; the reinforcement of classroom instruction by individualized tutoring; dividing the year into ten three-week cycles, during which time an individualized prescription is written and implemented for each pupil; individualizing instruction in terms of each pupil's achievement level, skills, needs, preferred learning style, and interests; and intensive preservice and inservice workshops for teachers. (WR)

ED 088 034 CS 000 960

Tutolo, Daniel

One Approach to Teaching Critical Listening.

Pub Date Apr 74

Note—12p.; Paper presented at the Annual Meeting of the Spring Reading and Language Arts Conference (Bowling Green State University, April 20, 1974)

EDRS Price MF-$0.75 HC-$1.50

Descriptors—Communication (Thought Transfer), *Critical Thinking, Elementary Grades, *Listening Comprehension, *Listening Skills, Mass Media, *Persuasive Discourse, Publicize, Reading Comprehension, Speech Skills, *Teaching Techniques

This paper provides a format for teaching elementary school students the skills necessary to analyze and evaluate commercial propaganda. Three steps suggested for the teaching of critical listening are setting a standard of highly conscious criteria in the minds of the listener, sifting the evidence and making a critical judgment, and drawing a conclusion or acting on the judgment made. Some specific suggestions for each of the steps include: (1) taping radio advertisements and encouraging the students to determine to which basic needs the message appeals, (2) reducing advertisements to writing to facilitate the identification of the persuasion technique being used, (3) providing the students with criteria to judge advertising propaganda, and (4) discussing in small groups or individually whether or not a particular advertised product should be bought. (WR)

ED 088 035 CS 000 962

Tyre, Betty B.

Developing Basic Reading Skills through Effective Class Organization.

Pub Date May 74

Note—15p.; Paper presented at the Annual Meeting of the International Reading Association (19th, New Orleans, May 1-4, 1974)

EDRS Price MF-$0.75 HC-$1.50

Descriptors—*Basic Reading, *Class Organization, Decoding (Reading), Developmental Reading, Elementary Grades, Reading, Reading Comprehension, Reading Development, Reading Improvement, *Reading Instruction, Reading Materials, *Reading Programs, *Reading Skills

One of the major objectives of all schools is to help each student become an independent reader. By necessity then, the teacher, the materials utilized in the teaching process, and the classroom organization used must help students learn and gain proficiency in applying basic reading skills to the reading of all types of materials. To achieve the goal of developing basic reading skills, the teacher should consider at least six major areas: assessment of reading skills, materials utilized, classroom organization, sequential development of word recognition skills, development of comprehension skills, and application of study skills. The major comprehension skills which teachers should develop involve locating information, recalling information, organizing information, interpreting and extending information, reviewing, and applying learning. (WR)

ED 088 036 CS 000 966

Baker, William D.

Reading Skills. Second Edition.

Pub Date Feb 74

Note—127p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 ($2.95 paper)

Document Not Available from EDRS.

Descriptors—*Autoinstructional Aids, Critical Reading, Higher Education, Reading, Reading Comprehension, *Reading Development, *Reading Habits, *Reading Improvement, Reading Level, *Reading Skills, Reading Speed, Secondary Education, Vocabulary Development

Chapters 1 through 16 of this book offer information on how to increase reading efficiency, particulary for study material and textbooks.

Chapters 17 through 24 deal with the evaluative reading skills. Individual chapters deal with skillful reading, planning an hourly schedule, reading speed, fixations in reading, skimming, concentration, comprehension, mnemonic devices, checking on changed reading habits, typographical aids and word signals, vocabulary enrichment, taking notes, summarizing, library usage, time for reading, vocabulary in context, critical and creative reading, the why and how of analyzing, standards of judgment, reading good literature, reading poetry, reading aloud, recall, and choosing reading material. Comprehension checks, a graph of progress in rate and comprehension, and a time rate table are also included. (WR)

ED 088 037 CS 000 968
Calfee, Robert
Priorities on Research on Reading.
Pub Date Sep 73
Note—13p.; Unpublished study prepared at Stanford University
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Elementary Education, Program Development, *Reading, Reading Development, *Reading Improvement, *Reading Instruction, Reading Processes, Reading Programs, *Reading Research, *Reading Skills, Reading Tests, Secondary Education
Much remains to be learned about the complex structure of skills that make up the reading process. The first priority in improving reading instruction is the identification of minimal sets of skills and knowledge necessary for acceptable reading competence at several stages of development in the reading process. The second priority is the identification of critical program factors by researchers and educators, based on available research and conventional wisdom. The third priority includes the development of test instruments that more adequately measure how a child uses his reading skills and that pinpoint the operation of the independent processes that go into reading. The fourth priority is small scale model research on the effect of critical factors on reading instruction. The fifth priority is an analysis of the availability of human resources. The sixth priority is basic research on reading. (LL)

ED 088 038 CS 000 969
Martin, Clessen J. Pantalion, Charles A., Jr.
Effect of Two Word Deletion Schemes upon the Comprehension of Five Levels of Telegraphic Prose.
Pub Date Feb 73
Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, February 25-March 1, 1973)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*College Students, Computers, *Prose, *Reading Comprehension, *Reading Research, Reading Speed, Student Participation, *Telegraphic Materials
This study attempted to increase the reading efficiency of normal readers by developing a method of producing telegraphic prose. The subjects' (undergraduate students in psychology) rank ordered the words in each sentence of a prose passage according to the importance of the words for communicating the main sentence idea. Specific treatment conditions were five subject-generated reductions and five computer-generated random reductions consisting of a 10%, 20%, 30%, 40%, and 50% deletion of words from each sentence in the passage. Variables included comprehension, reading rate, required reading time, and an efficiency measure. For any of the four variables there were no significant differences in comprehension between the traditional version and the reduced versions generated by either the random or subjective deletion schemes at the 10% deletion level. Results also showed that the subject-generated versions of 30% and 40% deletion saved a significant amount of reading time when compared to the traditional version, that there were no significant differences in comprehension between these versions and the traditional version, and that both deleted versions were more efficient than the traditional version. These results supported the feasibility of the telegraphic concept based on a subject deletion scheme. (HOD)

ED 088 039 CS 000 974
Sticht, Thomas G.
Needed: A Functional Literacy Skills Curriculum for the Secondary School.
Pub Date Apr 74
Note—4p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, April, 1974)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Curriculum Development, *English Programs, *Functional Illiteracy, *Functional Reading, Illiterate Adults, *Literacy, Reading, Reading Improvement, Reading Instruction, *Reading Skills, Secondary Education
This paper reviews research which indicates that (1) more adults spend more time at job related reading than at any other type of reading; (2) materials written for functional purposes (job manuals, newspapers) are often too difficult for the people who are supposed to read them; (3) secondary English courses focus more on teaching reading and writing for academic purposes than for functional purposes; and (4) efforts are needed to provide re-direction for priorities and practices in teaching English at the secondary school, with a shift of emphasis away from English for academicians toward functional literacy. (Author)

ED 088 040 CS 000 989
Bormuth, John R.
Reading Literacy: Its Definition and Assessment.
Pub Date 73
Note—61p.; Paper prepared for the Committee on Literacy of the National Academy of Education; reprinted from Reading Research Quarterly, 1973-1974
EDRS Price MF-$0.75 HC-$3.15
Descriptors—Cloze Procedure, *Literacy, Reading, *Reading Ability, Reading Achievement, *Reading Comprehension, Reading Development, *Reading Research, *Reading Skills
The purposes of this article are to analyze the concept of literacy in order to identify measurement problems associated with specifying each of these parameters, and to describe literacy assessment procedures now available for dealing with measurement problems. The principal focus of the paper is on the development of models for identifying performance criteria that can serve as the goal of instructional programs and of the research and development programs that lead to them. The five parameters discussed are the classes of literacy behaviors, the level of performance that serves as the criterion of literate performance, the kinds of reading tasks on which the behaviors are tested, the proportion of the reading tasks that serves as the criterion of literacy on some corpus of reading tasks, and certain characteristics of the prople tested, such as the levels of aptitude and perseverance represented within it. (Author/WR)

ED 088 041 CS 200 840
Hillman, Aaron
Concepts and Elements of Confluent Education (Life Is Possibilities, Not Probabilities). DRICE Monograph No. 3.
Development and Research in Confluent Education, Santa Barbara, Calif.
Spons Agency—Ford Foundation, New York, N.Y.
Pub Date Feb 73
Note—48p.
EDRS Price MF-$0.75 HC-$1.85
Descriptors—Affective Behavior, *Affective Objectives, *Cognitive Objectives, Educational Change, Educational Innovation, *Educational Objectives, *Educational Philosophy, *Educational Psychology, Higher Education, Relevance (Education)
Identifiers—Affective Education, *Confluent Education
This project sought to find ways in which emotional learning could be brought to a level commensurate with intellectual learning. Confluent education refers to the concept of teaching a person through both cognitive and affective processes. Nine elements must be present in the teaching situation in order for confluent education to exist: responsibility--the ability to respond creatively and positively to any situation; convergency--relating and experiencing what is done or what is happening to the self; connectedness--a sense of positive affiliation with others; divergency--relating and experiencing what is happening in the world to the educational experience; power--a sense of personal control over what is happening or will happen; gestalt--gaining closure (satisfaction) through positive frustration and explication; identity--a feeling of self-worth, self-esteem, and ego identity; context-learning to understand communications through general semantics and environment; and evaluation--eliciting individuals' opinions concerning values. (LL)

ED 088 042 CS 200 903
Your Future in Daily Newspapers. Revised Edition.
American Newspaper Publishers Association Foundation, Washington, D.C.
Pub Date Sep 73
Note—27p.
Available from—American Newspaper Publishers Association Foundation, P.O. Box 17407, Dulles International Airport, Washington, D.C. 20041 (Single copies free, multiple copies $0.40)
EDRS Price MF-$0.75 HC-$1.85
Descriptors—Administrative Policy, *Career Opportunities, *Career Planning, Degree Requirements, Editing, Editorials, Employment Opportunities, Higher Education, *Journalism, *Newspapers, *News Reporting, Production Techniques, Publicize, Secondary Education, Technological Advancement
The purpose of this booklet is to examine the nature and growing responsibilities of the daily newspaper in an era of ferment and change. It is intended primarily as an instructive guide to upperclassmen in high school, where career decisions begin to take shape, but it is also of value to college students and researchers. Career opportunities on the daily newspaper, educational requirements for reporters, salaries for beginners and professionals, and chances for advancement are discussed. Chapters include: "Health Report: Strong, Vigorous, Still Growing," "The Editorial Side: Getting the News for the Newspaper," "The Business Side: You Can't Publish with Red Ink," "From Typewritter to Reader: An Era of Technological Change," and "The Big Question: A Newspaper Career for You?" (RB)

ED 088 043 CS 200 920
MacDougall, Curtis D.
Schools of Journalism Are Being Ruined.
Pi Delta Epsilon.
Pub Date May 72
Note—12p.; Paper given at the acceptance of the annual Outstanding Educator Award of the Southern Illinois University, School of Journalism, March 9, 1972, Carbondale, Illinois
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Curriculum Development, *Educational Innovation, *Educational Philosophy, *Educational Policy, Higher Education, History, *Journalism, Mass Media, Media Research, Newspapers, Research Methodology
There is a conflict between the traditional concept of journalism education--characterized by devotion to the five "w's," the inverted pyramid news story form, the style book, and copy reading symbols--and a newly emerging, philosophy of communicologist-dominated journalism schools--characterized by increasing specialization in space exploration, environmental pollution, race relations, education, and other areas. The task of the journalism school is to keep up with the demand for more and better graduates with basic news reporting skills. To achieve this goal strict requirements should be maintained. Today, as a result of curriculum changes and new policies, the journalism graduate is not as well prepared as were his predecessors of a decade or more ago. Not only do the journalism schools no longer have the solid and purposeful curricula they once had, they no longer have the highly qualified faculties of years past. (Also included is a history detailing the trend toward a more inclusive communications philosophy, including an emphasis on research and scholarship.) (RB)

ED 088 044 CS 200 922
News and Editorial Content and Readership of the Daily Newspaper. New Research Bulletin No. 5.
American Newspaper Publishers Association, Washington, D.C.
Pub Date 73
Note—30p.
EDRS Price MF-$0.75 HC-$1.85
Descriptors—Bulletins, *Content Analysis, Editorials, *Journalism, *Media Research, *National Surveys, News Media, *Newspapers, News Reporting, Press Opinion, Public Opinion, Reading Habits, Television Viewing
This booklet presents the results of a national survey sponsored by the American Newspaper Publishers Association News Research Center

concerning the news and editorial content and readership of the daily newspaper. Since one of the goals of the study was a reliable estimate of the frequency of newspaper reading, interviewing was conducted in two waves approximately one week apart. A total of 1,714 respondents were interviewed in the first wave; 1,102 of these were reinterviewed. The data were collected June 15-19 and 22-26, 1971. Some of the findings of the survey were: on the average weekday, 77% of adults, 18 and older read a daily paper; the newspaper is approached almost as a matter of daily habit, with readers having their own individual patterns; nearly half of the average paper's pages are dominated by general news items, with almost twice as many sports and business pages as fashion and society pages; out of 35 specific subject categories, only one (sports) accounts for more than 10% of all items in the paper; the average newspaper item is read by about one-fourth of the issue's readers; and at one time or another almost all adults (93%) have taken some kind of action involving the daily paper. (RB)

ED 088 045 CS 200 924

Bush, Chilton R., Comp.

News Research for Better Newspapers. Volume 2.

American Newspaper Publishers Association Foundation, Washington, D.C.

Pub Date Feb 67

Note—122p.

Available from—American Newspaper Publishers Association Foundation, 750 Third Avenue, New York, N.Y. 10017 ($2.00)

EDRS Price MF-$0.75 HC-$5.40

Descriptors—Administration, Adults, Censorship, Communication (Thought Transfer), Content Analysis, Court Litigation, Editing, Freedom of Speech, *Journalism, Layout (Publications), *Media Research, *Newspapers, Press Opinion, *Public Opinion, Reading Habits, Reading Interests, *Surveys, Teenagers

Identifiers—Headlines (News)

This volume is a reproduction of summaries by the American Newspaper Publishers Association Foundation (ANPAF) designed to put to the test of public response some of the various components which go into making a newspaper, including headline and type size, the use of captions, and story location. The main purpose is to supply data which editors can use in making their own judgments, but an effort is made not to tell editors how to edit. Of the 74 summaries in this volume, 39 represent research done in the universities, 6 were sponsored by the ANPAF, 21 represent research done by individual newspapers, and 8 represent research done by others. The studies are arranged under the following chapter headings: "How and When the Newspaper Is Read," "Some Audience Characteristics," "Readership," "Readership by Teenagers," "Some Communication Behavior," "Typography," "Headlines," "News and Editorial Policy," "Free Press and Fair Trial," and "-Miscellaneous." (RB)

ED 088 046 CS 200 931

Wimer, Frances, Ed.

Focus: The Communication Arts, Part 2.

Virginia Association of Teachers of English.

Pub Date 73

Note—66p.

Journal Cit—Virginia English Bulletin; v23 n2 Entire Issue Winter 1973

EDRS Price MF-$0.75 HC-$3.15

Descriptors—Authors, College Freshmen, *Communication Skills, *Composition (Literary), Drama, *English Instruction, Language Skills, Literature, Reading Instruction, Secondary Education, Teaching Methods, Teaching Techniques

The articles and authors featured in this issue are: "Preparing for Future Shock in English and Reading Instruction" by James R. Squire, "Great Expectations: Communicative Arts in the High School; or, Resetting the Clocks" by R. W. Reising and R. J. Rundus, "Some Expectations in English for College Freshmen" by May Jane Tillman, "The Role of the English Teacher in English Instruction" by Joseph E. Mahony, "Poor Fluency: A Communications Impasse," by Jan A. Guffin, "Composition: Task Competencies" by Charles K. Stallard, "Drama and Experimental Teaching" by Jane Schisgall, "Language Disabilities" by Blanche Hope Smith, "Syntactic Symmetry: Balance on the English Sentence" by Donald Nemanich, "Games Pupils Play," by Julia L. Shields, and "Great English Teaching Ideas" by Robert C. Small, Jr. (LL)

ED 088 047 CS 200 934

Hillocks, George, Jr.

Speaking of Choices, Part One of a Two-Part Discussion and Making the Choices, Part Two of a Two-Part Discussion of Alternatives in English.

National Association of Secondary School Principals, Washington, D.C.

Pub Date 73

Note—21p.; Curriculum Reports from the Curriculum Service Center, NASSP, April and May 1973

Available from—National Association of Secondary School Principals, Dulles International Airport, P. O. Box 17430, Washington, D. C. 20041 (Single copies of each report, $0.50 each; 2-10 copies $0.30; Prepay orders of less than $5.00)

EDRS Price MF-$0.75 HC-$1.50

Descriptors—Composition (Literary), *Course Objectives, Courses, *Curriculum Development, Educational Objectives, *Elective Subjects, *English Instruction, Language Skills, Literature, Program Effectiveness, Relevance (Education), *Secondary Education, Student Interests, Student Needs, Units of Study (Subject Fields)

This program focuses on the elective English programs which are, in whole or in part, replacing traditional English offerings at the secondary school level. It is suggested that the newer elective English programs differ from traditional ones in at least six ways: (1) elective programs consist of a wide variety of courses; (2) students are generally free to choose the courses they feel will be most meaningful to them; (3) most programs permit all students to select courses they want, regardless of their grade level; (4) most elective programs insist upon a greater awareness of individual student abilities and interests; (5) elective programs produce, or at least reflect, a much stronger sense of professionalism among teachers of English; and (6) the assumptions underlying elective programs strongly encourage the exploration of a variety of alternatives to the teaching and learning of the language arts. Literature, composition, and language electives are discussed, as well as other types of courses, and the critical questions about electives are examined. Part two discusses how to develop rationale, objectives and courses for elective programs. (LL)

ED 088 048 CS 200 936

Nemanich, Donald, Ed.

Teaching Composition.

Illinois Association of Teachers of English, Urbana.

Pub Date Nov 73

Note—24p.

Journal Cit—Illinois English Bulletin; v61 n2 Entire Issue November 1973

EDRS Price MF-$0.75 HC-$1.50

Descriptors—Articulation (Program), *Behavioral Objectives, *Composition (Literary), *Composition Skills (Literary), English Instruction, *Grading, Higher Education, *Remedial Courses, Rhetoric, Secondary Education

Identifiers—*Proofreading

The articles in this volume address the teaching of composition. Chapters include D. G. Kehl's "A Rhetorical Question--With or Without an Answer," which examines the import of the rhetorical question, "How can I prepare my students for freshman English"; Arthur Donart's "A Behavioristic Approach to Teaching Freshman Composition"; Linda Houghton's "Maximizing Proofreading," which urges the use of proofreading in the classroom; and Paula Backsheider's "-Turn on the Power: Marking and Grading in Remedial Composition." (HOD)

ED 088 049 CS 200 940

Judy, Stephen, Ed.

Resources for the Teaching of English: 1974.

National Council of Teachers of English, Urbana, Ill.

Pub Date Jan 74

Note—105p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 ($2.00)

Journal Cit—English Journal; v63 n1 Entire Issue January 1974

Document Not Available from EDRS.

Descriptors—Adolescent Literature, *Annotated Bibliographies, *Audiovisual Aids, Composition (Literary), *Educational Resources, *English Instruction, *Instructional Materials, Literature, Minority Groups, Multimedia Instruction, Publications, Reference Materials, Resource Materials, Secondary Education

The purpose of this publication is to provide "access to tools," to help English teachers locate and select information and materials for multicomponent writing and literature courses. It is divided into three main sections: The first is a catalog of "New Products and Publications for 1974," which includes brief descriptions of materials--from over 100 commercial publishers--that were released during the 1973-74 school year. The second section reflects the growing interest of English teachers in new sources of literature, particularly books by and about members of ethnic minorities. "Multi-Ethnic Literature in America" provides a source of materials, including bibliographies of the white ethnic experience, black adolescent literature, the Mexican-American experience, and American Indian literature. The third section offers "Ideas and Materials for Teaching English." Access lists on media aids, a list of 100 professional publications on English and education, a check list for personal reading or starting a departmental library, a description of the ERIC documents retrieval system, and a list of schools and organizations willing to exchange curriculum materials conclude the document. (RB)

ED 088 050 CS 200 941

Norris, Ruby Lee, Ed.

The Turtle and The Teacher: A Dialogue Between Poets and Students.

Richmond Intercultural Center for the Humanities, Va.

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—88p.; "The Turtlie" is one of the class composed poems in the shape of a turtle

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 32921, $3.00 non-member, $2.00 member)

Document Not Available from EDRS.

Descriptors—*Creative Activities, Creative Thinking, *Creative Writing, Elementary Education, English Instruction, Language Arts, Language Rhythm, Literature Appreciation, Middle Schools, *Poetry, *Poets, Secondary Education, Teaching Techniques, Writing

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This document is a partial record of the interaction between three poets, Michael Mott, Dabney Stuart, and Sylvia Wilkinson, and the students of elementary, middle, and secondary schools in metropolitan Richmond and the surrounding area. The objectives of the program were: to lead students to believe that their personal thoughts and feelings are unique and worthwhile; to create a climate in which students can share their writing with others, professionals and peers; to provide incentives for reading--reading other students' work, reading the poet-in-the-classroom's work, reading poetry of other poets; and to encourage students to search for facts in order to write more about a subject. The book is divided into three main sections--one for each poet. Included in each section are a vita of the poet, the poet's comments about writing, and poetry by both the students and the poet. The section "Responses" is devoted to student poetry. A listing of teachers and schools cooperating in this program is included. (LL)

ED 088 051 CS 200 952

Industrial Communication Reading, Speaking, Listening, Writing. Grade XII.

Natchitoches Parish School Board, La.

Pub Date 73

Note—167p.

Available from—Mr. Trent O. Melder, Coordinator, Natchitoches Central High School, Natchitoches, Louisiana 71457 ($3.75)

EDRS Price MF-$0.75 HC-$7.80

Descriptors—*Business English, Class Activities, *Communication Skills, Composition (Literary), Course Objectives, Curriculum Guides, English Instruction, Evaluation Techniques, *Grade 12, Grammar, Instructional Materials,

Literature, *Power Mechanics, Secondary Education, Student Centered Curriculum, Trade and Industrial Education, *Vocational Education

These curriculum materials correlate the subject matter of English with that of the trade of power mechanics, by incorporating the vocabulary, terminology, concepts and skills of power mechanics into the academic area of twelfth grade English. The seven units deal with getting to know yourself and others, speaking and listening, paragraphing, research, letter writing and job application, oral composition, and money management. Each unit includes an overview, course objectives, student activities, instructional materials, evaluative materials, and a bibliography which also includes a list of equipment, films, and other supplies. (LL)

ED 088 052 CS 200 953

Building Industrial Communication: Listening, Speaking, Writing, Reading. Grade XI.

Natchitoches Parish School Board, La.

Pub Date 73

Note—207p.

Available from—Mr. Trent O. Melder, Coordinator, Natchitoches Central High School, Natchitoches, Louisiana 71457 ($3.75)

EDRS Price MF-$0.75 HC-$10.20

Descriptors—*Building Trades, *Business English, Class Activities, *Communication Skills, Composition (Literary), Course Objectives, Curriculum Design, Curriculum Guides, English Instruction, Evaluation Techniques, *Grade 11, Grammar, Instructional Materials, Literature, Secondary Education, Student Centered Curriculum, *Vocational Education

These curriculum materials correlate the subject matter of English with that of construction trades by incorporating the vocabulary, terminology, concepts, and skills of construction trades into the academic area of eleventh grade English. The five units deal with attitudes, career development and oral composition, letter writing and job application, paragraphing, and speaking and listening. Each unit includes an overview, course objectives, student activities, instructional materials, evaluative materials, and a bibliography which also includes a list of equipment, films, and other supplies. (LL)

ED 088 053 CS 200 954

Building Industrial Communications: Listening, Speaking, Writing, Reading. Grade XII.

Natchitoches Parish School Board, La.

Pub Date 73

Note—139p.

Available from—Mr. Trent O. Melder, Coordinator, Matchitoches Central High School, Natchitoches, Louisiana 71457 ($3.75)

EDRS Price MF-$0.75 HC-$6.60

Descriptors—*Building Trades, *Business English, Class Activities, *Communication Skills, Composition (Literary), Course Objectives, Curriculum Design, Curriculum Guides, English Instruction, Evaluation Techniques, *Grade 12, Grammar, Instructional Materials, Literature, Secondary Education, Student Centered Curriculum, Trade and Industrial Education, *Vocational Education

These curriculum materials correlate the subject matter of English with that of construction trades by incorporating the vocabulary, terminology, concepts, and skills of construction trades into the academic area of twelfth grade English. The five units deal with attitudes, speaking and listening, letter writing and job application, paragraphing, and the research paper. Each unit includes an overview, course objectives, student activities, instructional materials, evaluative materials, and a bibliography which also includes a list of equipment, films, and other supplies. (LL)

ED 088 054 CS 200 968

Bush, Chilton R., Ed.

Free Press and Fair Trial: Some Dimensions of the Problem.

Pub Date 70

Note—133p.

Available from—University of Georgia Press, Athens, Ga. 30602 ($3.75 paper)

Document Not Available from EDRS.

Descriptors—*Court Litigation, Journalism, Legal Problems, Mass Media, *News Media, Newspapers, *Press Opinion, Radio, *Research, Television

Identifiers—*Felony Cases

This volume presents the findings of several research studies related to jury verdicts in felony cases and pretrial publicity. The studies include: "Trial Judges' Opinions on Prejudicial Publicity" by Fred Siebert, an attempt to learn whether or not judges thought that pretrial publicity had ever resulted in miscarriage of justice in their courts; George Hough's study, "Felonies, Jury Trial, and News Reports," an analysis of the disposition in one criminal court and the reporting in one newspaper of all felony cases for which warrants of arrest had been issued over a six-month period; "Free Press and Fair Trial" by Walter Wilcox, an attempt to determine if existing behavioral science theories, concepts, principles, postulates and experiments have the power to illuminate the question of fair trial vs. free press and, if so, the extent of such power; "Access by Newsmen to Judicial Proceedings" by Fred Siebert, a report on a survey of trial judges to determine what the actual practices are in trial court and to elicit the judges' opinion on these practices; and "What We Have Learned" by Chilton Bush, a summary of the previously mentioned studies. (WR)

ED 088 055 CS 200 978

The ANPA Foundation Newspaper Test.

American Newspaper Publishers Association Foundation, Washington, D.C.

Spons Agency—National Council for the Social Studies, Washington, D.C.

Pub Date 73

Note—25p.

EDRS Price MF-$0.75 HC-$1.85

Descriptors—Communication Skills, Content Analysis, *Critical Reading, Critical Thinking, Diagnostic Tests, *Journalism, Junior High Schools, *Newspapers, Pretesting, Reading Skills, Secondary Education, Student Evaluation, *Tests

Identifiers—*ANPA Foundation Newspaper Test

This document contains instructions for administering the American Newspaper Publishers Association Foundation Newspaper Test, scoring the test, and interpreting the scores. It also includes a description of the nature of the test, each form of the ANPA Foundation Newspaper Test having 30 four-choice questions on the meaning and implications of stories, articles, and other features of a four-page simulated newspaper, tabloid size. There are four forms: two for junior high school (J-1 and J-2) and two for senior high school (S-1 and S-2). The two forms at each level are parallel in content and equal in difficulty; forms J-1 and S-1 are based on one simulated newspaper, forms J-2 and S-2 on another. Included are suggestions for using the test in a pretest-posttest type of evaluation and as a guide for developing objectives in a journalism course. A rationale for administering the test is provided. Copies of the 1972 edition of the test forms are included. (RB)

ED 088 056 CS 200 982

Hillman, Aaron

English: Listening with the Third Eye; Writing Poetry Through Mental and Sensory Awareness.

Development and Research in Confluent Education, Santa Barbara, Calif.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date Jul 72

Note—51p.

EDRS Price MF-$0.75 HC-$3.15

Descriptors—College Instruction, *Creative Writing, Curriculum Guides, *English Instruction, *Literary Analysis, Literature Appreciation, *Poetry, *Sensory Experience, Sensory Training, Tests, Writing Exercises

This document contains a separate memorandum and course outline for both students and teachers on the reading and writing of poetry. The memorandum for students includes a list of goals and objectives, a description of the course, required work, optional and additional processes, and a description of grading and testing procedures. The course outline for teachers is divided into nine one-week sections, each prefaced with a thematic title, theses, background text, and suggested reading and homestudy. The memorandum for teachers discusses implementation of the course. Notes to the teacher include suggestions, sensory awareness exercises, and three sample examinations appropriate to the course objectives and goals. (LL)

ED 088 057 CS 200 988

Baldanza, Frank

Mark Twain: An Introduction and Interpretation.

Pub Date 61

Note—150p.

Available from—Barnes & Noble Books, 10 E. 53 St., New York, N.Y. 10022 ($1.25 paper)

Document Not Available from EDRS.

Descriptors—*American Literature, Authors, Autobiographies, Creative Writing, English Instruction, Essays, Fiction, Higher Education, *Humor, Literary Analysis, *Literary Criticism, Literature Appreciation, *Nineteenth Century Literature, *Novels, Parody, Secondary Education

Identifiers—*Twain (Mark)

One of a series of works aimed at presenting contemporary critical opinion on major American authors, this volume contains critical studies of Mark Twain. Designed for use by both literary critics and secondary and college teachers of English, this work would also be of value to undergraduate and graduate students of literature. Topics covered include "The Man," "The Writer," "Autobiographical Works," "Travel," "Historical Novels," "American Novels," "Boy Literature," and "Other Writings." "Other Writings" include a discussion of polemic pieces on literary figures of the past, a Biblical parody, and a group of essays and stories with a predominantly philosophical and moral cast. A chronology of important dates in Twain's life, an extensive selected bibliography, indexes, and illustrations supplement the text. (RB)

ED 088 058 CS 200 996

Magmer, James Ronan, Franklin

Look and Life as Guides for the Successful Yearbook Editor.

Pub Date 64

Note—108p.

Available from—Midwest Publications Co., P.O. Box 307, Birmingham, Michigan ($8.00 cloth, $4.95 paper)

Document Not Available from EDRS.

Descriptors—Design, *Editing, Guides, Higher Education, *Journalism, *Layout (Publications), Photography, Printing, *Production Techniques, Secondary Education, *Yearbooks

This book explains the job of the yearbook editor and illustrates, in its own layout, how a yearbook should be designed, structured, and organized. By examining the design of this book, a yearbook editor can learn the basics of yearbook production and editing. The table of contents is divided into introduction, body, and appendixes to indicate how the parts and structure of this book parallel the parts and structure of a yearbook. Chapters include: "The Successful Yearbook Editor," "Look' and 'Life' as Guides," "What Is a Yearbook?" "Two Types of Yearbooks, and a Third," "Parts and Structure of a Yearbook?" "Theme and Divisions," "Designing the Yearbook," "Production Schedule," "Selecting the Staff and Working Hours," "Editing Pictures for the Story," "The Picture Story," "-'Look' and 'Life' as Guides in Yearbook Layout," "Yearbook Copy Is History," "The Editor and His Printer," and "Yearbook of the Future." (RB)

ED 088 059 CS 200 997

Magmer, James

Photograph + Printed Word: A New Language for the Student Journalist.

Pub Date 69

Note—150p.

Available from—Midwest Publications Co., P.O. Box 307, Birmingham, Michigan ($7.95 cloth, $4.95 paper)

Document Not Available from EDRS.

Descriptors—Communication (Thought Transfer), Editing, Higher Education, *Journalism, *Layout (Publications), Photographs, *Photography, *Printing, Production Techniques, Secondary Education, *Student Publications

Identifiers—Headlines

This document examines the use of photography and the printed word to make visual statements in student publications. It is written for journalists who are writers and editors as well as for photojournalists and for student journalists interested in increasing the quality of the school newspaper, magazine, or yearbook. The role of the photographer on the publications staff is

discussed and numerous photographs are combined with captions and explanations to illustrate different points. Contents include: an introduction to print and photography as a new communication tool; "Student Journalist"; "Photograph--Printed Word"; "Writing with Photographs"; "Photgraphic Statement," with the editor, writer, and photographer working as a team; "Faces," on getting newsmakers to drop their masks; "-Groups," the psychology of belonging; "News and History," recording events as they happen; "-Sports"; "Features"; "Documentaries"; "-Headlines, Cutlines, Text"; "Layout"; "Printing"; and "The Last Step," using color to write the visual message. The appendixes include instructions for sizing photographs, fitting headlines, and fitting copy. A glossary of terms concludes the volume. (RB)

ED 088 060 CS 200 999

Writing Poetry: A Self-Instructional Approach.

Utah Univ., Salt Lake City. Bureau of Educational Research.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-0-H-004

Pub Date Apr 71

Note—69p.; Developmental Edition

EDRS Price MF-$0.75 HC-$3.15

Descriptors—*Autoinstructional Aids, *Creative Writing, Figurative Language, *Independent Study, Literary Conventions, *Poetry, Secondary Education, *Writing Exercises

The general design of this book is that of a step-by-step self-instructional program leading toward the writing of poetry. It consists of 156 exercises which lead the student from writing about a picture and poems to kinds of poetry and techniques for writing poetry (alliteration, assonance, consonance, onomatopoeia, metaphor, simile, rhyme, meter and stanza form, and technique and imagination). Some of the frames or exercises require only seconds to make the appropriate response and others require up to twenty minutes; often there is no one correct answer. To make the program personal, the student is asked to make a choice or state a preference at several points in the program. (HOD)

ED 088 061 CS 201 005

Robinson, Ian

The Survival of English: Essays in Criticism of Language.

Pub Date 73

Note—247p.

Available from—Cambridge University Press, 32 East 57th St., New York, New York 10022 ($11.50 cloth)

Document Not Available from EDRS.

Descriptors—*English, English Literature, Essays, Higher Education, Journalism, *Language Role, *Language Usage, Moral Criticism, *Philosophy, Politics, Propaganda, Religion, Social Influences, Social Values, *Theoretical Criticism

Identifiers—*England

This critical examination of the condition of the English language used in Britian today raises questions about the language with which society expresses its concerns. It analyzes the language used in contemporary England for religion, politics, serious journalism, love, and literature. Included is an account of the committee-language of the New English Bible and the experimental liturgies, pointing out ways in which ideas are altered by language. The language of politicians who sell themselves and their policies to an electorate of consumers is analyzed, as is the language of "The Times," which serves as a symbol of the decline of the nation at large. An extensive section of the book is devoted to a discussion of the rise in pornographic materials that accompanies a decline in literature and language which expresses love. The seven critical essays contained in this volume include: "Introductory: Language and Life," "Religious English," "English and the Art of the Possible," "The Vulgarization of The Times," "Notes on the Language of Love: 1, the Definition of Pornography," "Notes on the Language of Love: 2, Where Have All the Demons Gone?" and "Anarchy and Criticism." (RB)

ED 088 062 CS 201 009

Miller, George A.

Communication, Language, and Meaning: Psychological Perspectives.

Pub Date 73

Note—298p.

Available from—Basic Books, Inc., Publishers, 10 E. 53 St., New York, New York 10022 ($8.95 cloth)

Document Not Available from EDRS.

Descriptors—*Communication (Thought Transfer), Higher Education, *Language Research, *Language Role, Language Usage, Linguistic Competence, *Linguistic Theory, Nonverbal Communication, Oral Expression, Persuasive Discourse, *Psychology, Semantics, Speech, Syntax, Technological Advancement, Written Language

This volume contains original studies on communication and its psychological implications, presenting the latest developments in knowledge and research. It is designed for laymen and students interested in studying written and oral language, technological innovations, and the communications industries. Each of the 25 essays is written by an expert from one of the disciplines that have brought concepts and methods to bear on twentieth century knowledge, for example, linguistics, education, psychology, sociology, and communications. Contents include: "Psychology and Communication," "Psychology and the Theory of Language," "The Realm of Syntax," "The Realm of Meaning," "Biological Aspects of Language," "The Brain and Language," "Speech Development and Bird Song: Are There Any Parallels?" "Primate Communication," "Teaching Apes to Communicate," "The Development of Language in Children," "Learning to Read," "The Speech Code," "Artificial Speech," "Language and Perception," "Language and Memory," "Language and Thought," "Language and Probability," "Communication and Computers," "Communication in Small Groups," "Mass Communication," "Nonverbal Communication," "Persuasion," "Language and Psychopathology," "The Sociology of Language," and "Translation and Bilingualism." (RB)

ED 088 063 CS 201 011

Rags and Riches in Modern American Literature, Language Arts, English: 5113.89.

Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—37p.; Authorized course of instruction for the Quinmester Program

EDRS Price MF-$0.75 HC-$1.85

Descriptors—*American Culture, *American Literature, Course Objectives, Curriculum Guides, *Elective Subjects, *English Instruction, Literature Programs, Secondary Education, *Thematic Approach

Identifiers—Minicourses, *Quinmester Program

This course guide is designed to help the student view some of the many facets of American society as they are portrayed in literature. Materials suggested are "The Great Gatsby," "The Grapes of Wrath," "All My Sons," and "They Shoot Horses, Don't They?" Performance objectives for students include identifying the rags and riches theme in American society during the periods of colonization and expansion, and immigration and industrialization. These objectives may be met by having students synthesize their concepts about the aspects of the rags and riches idea to show how this theme has contributed to the views held by contemporary society. Descriptions of course content, teaching strategies, student resources, and teacher resources are included. (LL)

ED 088 064 CS 201 012

Jurich, Marilyn

Biography for Children: A Summary of Problems and Perspectives.

Pub Date 72

Note—13p.; Presented at the Modern Language Association 1972 Convention

EDRS Price MF-$0.75 HC-$1.50

Descriptors—Adolescent Literature, *Biographies, *Childrens Books, Composition (Literary), Literature, *Reading Materials, *Reading Material Selection, Sex Discrimination

This article summarizes some of the problems of and perspectives on biography for children. The major categories include: "Predominant Defects in Biographies for Younger Children," which discusses unprobed statements, oversimplified explanations leading to false ideas, the omission of "necessary" violence, the infallibility of the hero, the need for interpretation or evaluation, and the lack of women; "Predominant Defects in Biographies for Older Children and Adolescents," which discusses absolutes determining how an individual and his contributions are to be interpreted or evaluated, the exclusion of information that supposedly jeopardizes the image of the hero, success always preceding suffering or deprivation, simplified explanations of technical process, a tendency to judge the person on inadequate evidence, the exclusion of sex, and a willingness to refrain from positive judgments and admit other views; and "Particular Merits in Biographies for Children," which discusses clarity in presentation, critical selection, and actions not generally justified because they set useful precedents or are politically expedient at the time. Also included are a list of books read and sources consulted which identifies highly recommended books and a list of criteria for the evaluation of biography. (WR)

ED 088 065 CS 201 013

Bussel, Alan

The Sunny South: A Gilded Age Publishing Phenomenon.

Pub Date Aug 73

Note—37p.; Paper presented at the History Division of the Association for Education in Journalism (Fort Collins, Colorado, August 21, 1973)

EDRS Price MF-$0.75 HC-$1.85

Descriptors—Administrative Policy, *Content Analysis, Editing, *Editorials, Fiction, Financial Problems, Higher Education, *Journalism, Literary Analysis, Literary Criticism, *Periodicals, Short Stories, *United States History

Identifiers—Bryan (Mary Edwards), Seals (John Henry), *Sunny South

This document analyzes the South's most successful version of a Gilded Age reading favorite, the "Sunny South" story magazine, published by John Henry Seals and edited by Mary Edwards Bryan, in terms of its economic growth and development, article and short story content, and editorial policy. The history of the magazine is traced over a period of years from its inception in 1874 to its eventual sale to the "Atlanta Constitution" in 1893, and the development of the "-Sunny South" is examined in terms of national, regional, and local contexts. This document also examines the personalities of the editor and publisher as they reflect editorial and content policies, specifically analyzing the magazine's conservative editorial remarks about Mormonism in contrast to a progressive approach toward women's rights and liberties. The document concludes with a brief summary about the editor and publisher. (RB)

ED 088 066 CS 201 019

War as a Theme in Literature-Language Arts, English, World Literature: 5114.46.

Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—19p.; Authorized course of instruction for the Quinmester Program

EDRS Price MF-$0.75 HC-$1.50

Descriptors—American Literature, Curriculum Guides, *Elective Subjects, English Instruction, *Literature Programs, Novels, Poetry, *Secondary Education, *Thematic Approach, *War, World Literature

Identifiers--Minicourses, *Quinmester Program

This course guide examines the theme of war in literary works. Works studied include the short stories of Stephen Crane, Ernest Hemingway, and William Faulkner; novels such as "The Red Badge of Courage" and "All Quiet on the Western Front"; and a variety of poems by writers from several countries. Students' performance objectives include assembling materials that depict the various aspects of war, investigating war as a catalyst for individual and societal change, and defining the nature of war. Descriptions of course content, teaching strategies, student resources, and teacher resources are included. (LL)

ED 088 067 CS 201 021

Baird, James

What We Can Learn from Still Photography.

Pub Date Nov 71

Note—12p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (61st, Las Vegas, November 25-27, 1971)

EDRS Price MF-$0.75 HC-$1.50

Descriptors—*Analytical Criticism, Communication (Thought Transfer), Creative Expression, *Film Study, Higher Education, Photocomposition, *Photographs, *Photography, Secondary Education, *Teaching Techniques

Still photography is useful as a teaching aid for demonstrating the technical aspects of photocomposition. In analyzing still photographs of his own making or from magazines and books, the student learns to move beyond simple expression which may not interest others to a point where he thinks in terms of communication combined with the intent to express a coherent idea. At the point where the student begins to think in terms of communication, the teacher may provide some comments about photographic art that will prove helpful in developing technical and aesthetic knowledge about photography. (This presentation was originally accompanied by a slide show containing seventeen photographic stills illustrating the various points discussed in this document.) (RB)

ED 088 068 CS 201 022
Olson, Patricia
The Relevance of Behavioral Objectives for English.
Pub Date Mar 73
Note—92p.; M.A. Thesis, University of Minnesota, Minneapolis
EDRS Price MF-$0.75 HC-$4.20
Descriptors—*Behavioral Objectives, *Educational Accountability, *Educational Objectives, Educational Philosophy, Educational Research, *English Instruction, Language Arts, *Literature Reviews, Masters Theses, Secondary Education
Identifiers—National Council of Teachers of English
This study represents an attempt to present both sides of the behavioral objectives conflict in English and, after a discussion of the philosphical implications, to pose a suitable pedagogical compromise between the positions of the "-behaviorists" and the "humanists." It is divided into three chapters: "Background Information and Positions on Behavioral Objectives: A Review" includes a historical perspective, a general definition of behavioral objectives, a summary of the arguments pro and con, and a review of the National Council of Teachers of English position on behavioral objectives; "Empirical Evidence and the Taxonomies" reviews studies conducted on the subject of objectives, examines the published taxonomies, and explores the ways in which taxonomies have been or might be adapted for English; and "A Behavioral Model for English," includes philosophical questions plaguing educators and a proposal for a pedagogically feasible solution to the groups for behaviorally-stated goals and those favoring more generalized objectives. Bibliographies follow each chapter and the document concludes with a brief summary and an annotated bibliography. (Author/RB)

ED 088 069 CS 201 023
Supplementary English Curriculum Book, 1973-74.
San Mateo Union High School District, Calif.
Pub Date 73
Note—93p.; Prepared by the English Department, Burlingame High School
EDRS Price MF-$0.75 HC-$4.20
Descriptors—*Booklists, Curriculum Development, *Curriculum Guides, Elective Subjects, English Departments, *English Instruction, *Instructional Materials, Multimedia Instruction, *Secondary Education
Identifiers—*Phased English
This curriculum guide discusses the Burlingame High School English Department policies, procedures, and course offerings (phased English courses and selective/elective course offerings). Minimum requirements and booklists for leveled English, selective booklists and media lists, elective booklists, senior elective booklists, film order information, and lists of the English department tape collection comprise the bulk of this document. (LL)

ED 088 070 CS 201 025
Brown, Roger
A First Language: The Early Stages.
Pub Date 73
Note—422p.
Available from—Harvard Univ. Press, 79 Garden St., Cambridge, Massachusetts 02138 ($15.00 cloth)
Document Not Available from EDRS.
Descriptors—*Language Development, Language Research, *Language Universals, Linguistic Theory, Morphemes, *Preschool Learning, Semantics, Sentence Structure, *Structural Grammar, Structural Linguistics, *Syntax
This book focuses on the nature and development of knowledge concerning grammar and the meanings coded by grammar. This knowledge is inferred from performance, from sentences and the settings in which they are spoken, and from signs of comprehension or incomprehension of sentences by preschool children. The first two stages of linguistic development are discussed. Stage 1 is the threshold of syntax, when children begin to combine words to make sentences which are always limited to the same small set of semantic relations, including nomination, recurrence, disappearance, attribution, possession, and agency. Stage 2 is concerned with the modulations of basic structural meanings--modulations for number, time, aspect, specificity--through the gradual acquisition of grammatical morphemes such as inflections, prepositions, articles, and case markers. Fourteen morphemes are studied and it is shown that the order of their acquisition is almost identical across children and is predicted by their relative semantic and grammatical complexity. (LL)

ED 088 071 CS 201 027
Language Arts in the Junior High Years: Exploration--Stimulation--Preparation; A Language Arts Resource Prepared for Grades Seven through Nine.
Nashville - Davidson County Metropolitan Public Schools, Tenn.
Pub Date Sep 73
Note—140p.
EDRS Price MF-$0.75 HC-$6.60
Descriptors—*Composition (Literary), Creative Writing, English Instruction, Expository Writing, Fiction, *Junior High Schools, Junior High School Students, *Language, *Language Arts, *Literature, Oral Communication, Reading, Secondary Education
This guide outlines a minimal expectations program which provides for a competency-based language arts education for the seventh, eighth, and ninth grader. The book is divided into the following main sections: language--listening, reading, word study, semantics, language structure, and speaking; literature--fiction and non-fiction; and composition--expository writing and creative writing. Each major section contains the following information: (1) teacher objectives, (2) student objectives, (3) minimal performance expectations, (4) suggested activities and ideas, and (5) suggested resources. The appendix contains a description of various teaching techniques, descriptions of four organizational patterns, samples of pre- and post-tests for diagnostic purposes, evaluation suggestions, an outline for a lesson plan, a student attitude inventory, and a list of adopted texts for language arts, grades 7-12. (LL)

ED 088 072 CS 201 032
Eberhard, Wallace B.
Some Demographic Correlates of Changing Newspaper Circulation.
Pub Date Aug 73
Note—38p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (Fort Collins, Colorado, August 19-22, 1973)
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*Community Size, *Demography, Journalism, Mass Media, *News Media, *Newspapers, *Population Distribution, Population Trends, Publications, Rural Population, Urban Population
There are varied opinions on the relationship between the circulation penetration of the American daily newspapers and certain demographic indicators. Previous studies have treated the growth of circulation figures by utilizing gross national data and have indicated the role newspaper circulation plays in defining the limits of major urban centers. In one study a number of test newspapers were coded by strata, census region, level of newspaper competition, and level of local competition. The regions involved ranged from suburban to large metropolitan areas. Over 39 percent of each stratum as sampled on a random basis. Findings show no important variation in penetration of the newspaper dailies from 1940 to 1970. In 1970 newspapers were reaching about the same percentage of homes as they were in 1940, although there were variations in the regions. The biggest decline was in the circulation of daily newspapers in the highly populated areas, although revenues in the same areas were up. Sunday editions registered a gain of about 10 percent. Despite the stiff competition from television and other media, the daily newspaper in the United States is still flourishing. (DS)

ED 088 073 CS 201 033
Tenney, Craig
The Freedom of Information Act, Executive Order 11652 and The Second Session of the Ninety-Second Congress.
Pub Date Aug 73
Note—28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (Fort Collins, Colorado, August 19-22, 1973)
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*Censorship, Federal Government, *Freedom of Speech, Government Role, Information Dissemination, Journalism, *Political Power, *Power Structure
Identifiers—*Executive Order 11652
In 1967 Congress passed the Freedom of Information Act (FOIA), which included nine examptions allowing the Executive branch of government the privilege of withholding information from the public in cases where disclosure would constitute a threat to national security. Responding to Congressional charges that the freedoms extended by the FOIA exemptions were abused, President Nixon directed a study committee to make recommendations for updating classification of information procedures. The product of this committee, Executive Order 11652, was the first order to overhaul the national secrecy classification system in eighteen years. Effective June 1, 1972, top secret information would be completely declassified at the end of ten years, secret information at the end of eight years, and confidential information at the end of six years. (CH)

ED 088 074 CS 201 037
Hughes, Theone
Zero-In: New Perspectives Through Literature.
Michigan Council of Teachers of English, Ann Arbor.
Pub Date 71
Note—109p.
Available from—National Council of Teachers of English, 1111 Kenyon Raod, Urbana, Illinois 61801 (Stock No. 28473, $4.50 non-member, $3.50 member--book and cassette; 28455--book only, $2.50/$2.00; 28464--cassette only, $2.00/$1.50)
Document Not Available from EDRS.
Descriptors—Dialects, Elementary Education, English Instruction, *Inservice Teacher Education, Language Arts, *Language Usage, *Linguistic Competence, *Linguistic Performance, Secondary Education, Teaching Methods, *Workbooks
This programmed teacher-training kit in applied linguistics for elementary and secondary teachers is designed for both individual and group in-service training. The kit consists of a workbook divided into four programmed workshops (attitudes affecting the image of the English teacher, language acquisition and testing; classroom methodology; language varieties and communication blocks; and dialects) and a tape or cassette containing 35 humorous skits dramatizing language situations, to be used sequentially with the workbook. A leader's manual containing detailed instructions for the kit's use is also included. (LL)

ED 088 075 CS 201 038
Graham, M. Robert, Ed.
Michigan Council of Teachers of English, Ann Arbor.
Pub Date 72
Note—64p.
Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 00242, $2.00 non-member, $1.90 member)
Document Not Available from EDRS.
Descriptors—College Students, Dramatic Play, Elementary Grades, *English Instruction, Humanities, Individualized Instruction, Junior High Schools, Language Instruction, *Language Skills, *Open Education, Secondary Grades, *Teaching Techniques
This collection of articles discusses various ways of teaching English to college, high school,

and elementary students. The contents include: "Values in Today's Society: A Non-Lecture Composition Course," which discusses ways that college students are encouraged to participate in and direct class discussions; "Gambits: A Teacher Centered Language Game," which suggests activities teachers can use to teach semantics, grammar-syntax, creative thinking, and spelling in an individualized manner; "Immediate Steps to Open Up a Traditional Classroom," which looks at ways to implement an open classroom approach; "Somewhere Over the Rainbow, or Humanities: Another Alternative," which discusses the development of a freshman and sophomore high school humanities program; "The Hardy Boys' Magic Device or the Secret Advantures of Tom and Paul," which discusses dramatic activities used with fifth grade students; "An Open Door in the Primary," which relates the experience of a teacher in individualizing teaching within the framework of a traditional classroom structure; "Getting to Know You," which suggests ways teachers can provide students opportunities to select their own topics for writing; "Oracy? That Sounds Like a Disease," which discusses the teaching of oracy; and "Trial of Hansel and Gretel: A Language Arts Experience," which suggests ways to use the inquiry technique with old tales. (WR)

ED 088 076 CS 201 045
Nelson, Jerome L.
Libel: A Basic Program for Beginning Journalists.
Pub Date Jan 74
Note—89p.
Available from—Iowa State University Press, Ames, Iowa 50010 ($3.50 paper)
Document Not Available from EDRS.
Descriptors—*Court Litigation, Higher Education, Individualized Instruction, *Instructional Materials, *Journalism, *Programed Instruction, *Programed Materials, Teaching Techniques
Identifiers—*Libel
This self-instructional programed learning guide is designed to prepare the beginning journalist for the task of reporting the news without committing libel. It is divided into seven chapters, each on a specific aspect of libel law: "Libel Defined," "Necessary Conditions," which discusses identification, defamation, and publication as three necessary conditions for libel; "Liability," which defines the responsibility for libel at all points in the production process from reporter through editors; "Malice," which examines the matter of intent in a libel case; "Damages," which presents two examples demonstrating that libel can be costly even to the winner because of court costs; "Defenses," which reviews the basis for establishing primary and secondary defenses in libel cases; and "Some Final Words," which considers the libel law as living and constantly changing. The document concludes with a list of recommended readings. (RB)

ED 088 077 CS 201 048
Bereiter, Carl
Must We Educate?
Pub Date 73
Note—140p.
Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 ($6.95 cloth, $2.45 paper)
Document Not Available from EDRS.
Descriptors—*Educational Change, *Educational Improvement, *Educational Innovation, *Educational Practice, *Educational Quality, Educational Technology, Instructional Improvement
This book attacks current educational practices and proposes new approaches and alternatives to education. The contents include: "Must We Educate? which discusses moral dilemmas in education, inequality, institutionalization of personal choice, and alternatives to education; "The Search for Morally Acceptable Education Goals," which examines educational goals and morality and the curriculum; "The Right to Make Mistakes," which discusses compulsory training versus compulsory education, four conceptions of the child, and children's rights; "Is Inequality Here To Stay?" which discusses skill deficiencies, improving teaching procedures, and teaching essential skills; "The Institutionalization of Personal Choice," which discusses control of individual decision making; "Schools Without Education," which discusses the role of the school, informal schooling, child care, and alternative proposals; "A Better Life for Children," which looks at quality of experience, cultural resources, and child care workers; "Optional Adolescence," which discusses different ways to spend the adolescent years; "Education and Society's Needs," which presents some of the social needs that can be projected into demands for education; and "Will Anything Happen?" which presents a summary of the previous discussion. (WR)

ED 088 078 CS 201 049
Silber, Kate
Pestalozzi: The Man and His Work.
Pub Date Feb 74
Note—339p.
Available from—Schocken Books Inc., 200 Madison Avenue, New York, New York 10016 ($11.50 cloth)
Document Not Available from EDRS.
Descriptors—*Educational Change, *Educational History, *Educational Objectives, *Educational Philosophy, European History, Foundations of Education, Higher Education, Political Attitudes, Social Values
Identifiers—*Pestalozzi (Johann Heinrich)
This book treats Pestalozzi as a social critic, political reformer, and teacher. In addition to the interpretation of Pestalozzi's thought, this book presents the story of his life, set against the background of European history, and examines his humanitarianism as an educator. The book contains seven sections: "The Youth" sketches Pestalozzi's childhood development; "The Writer" discusses the family as a social unit and the moral obligations of the state; "The Sociologist" examines the importance of work, the nature of property, and the rights of the individual; "The Political Philosopher" contains views on religion, personal experiences, and politics; "The Methodologist" considers principles of national education for the general populace; "The Educationist" reviews Pestalozzi's views on moral and religious education, vocational education, and elementary education; and "The Social Reformer" analyzes Pestalozzi's successes and failures, rifts with his disciples, and his last years. The book concludes with a view of Pestalozzianism in Braitain and the United States and with several previously unpublished manuscripts. (RB)

ED 088 079 CS 201 050
Watson, Ken, Ed.
A. A. T. E. Guide to English Books, 1973.
Australian Association for the Teaching of English.
Pub Date 73
Note—100p.; Published for the Association by A. H. and A. W. Reed Pty. Ltd., New South Wales
EDRS Price MF-$0.75 HC-$4.20
Descriptors—*Booklists, Book Reviews, Composition (Literary), Drama, *Elementary Education, *English Education, *English Instruction, Language, Mass Media, Poetry, Prose, Rhetoric, *Secondary Education, Writing
Identifiers—*Australian Books
This annual publication lists and reviews books concerning teaching principles and practice, source books and course books, mass media, composition--writing--rhetoric, language and oral work, poetry, prose, drama, criticism, the retarded reader, and the migrant child. (LL)

ED 088 080 CS 201 054
Dwyer, Carlota Cardenas de
Chicano Literature: An Introduction and an Annotated Bibliography.
Pub Date Mar 74
Note—23p.; Prepared at the Departments of English and Mexican-American Studies, University of Texas, Austin
EDRS Price MF-$0.75 HC-$1.50
Descriptors—American Literature, *Annotated Bibliographies, Anthologies, *Booklists, Literary Criticism, *Mexican Americans, Novels, Poetry, Short Stories, *Spanish American Literature
Identifiers—*Chicano Studies
Preceding this annotated bibliography of Chicano literature is a section discussing the derivation of the word "Chicano," an explanation of the language of Chicano literature, Chicano publishers and intended audience, and the subjects and styles of Chicano literature. The bibliography is divided according to novels, short story collections, poetry, Chicano anthologies, multiethnic anthologies, literary criticism, and bibliographies. Each annotation lists reading level and what knowledge of Spanish is required. (HOD)

ED 088 081 CS 201 058
Language Arts: Resource Material for Teachers. Career Guidance Series, Curriculum Bulletin, 1966-67 Series, No. 8g.
New York City Board of Education, Brooklyn, N.Y.
Pub Date 66
Note—318p.
Available from—Board of Education of the City of New York, Publications Sales Office, 110 Livingston St., Brooklyn, N.Y. 11201 ($2.00, Checks should be made payable to Auditor, Board of Education)
EDRS Price MF-$0.75 HC Not Available from EDRS.
Descriptors—*Career Education, Curriculum Development, *Curriculum Guides, *Instructional Materials, Junior High Schools, *Language Arts, *Resource Units, Secondary Education, Teaching Guides
This resource guide describes a career guidance program designed to encourage potential junior high school dropouts from New York City to remain in school and pursue a curriculum aimed at preparing them for work. The guide is divided into seven units: "What Do We Know?" discusses diagnosis of the strengths and weaknesses of each pupil in the areas of reading, writing, spelling, and speech; "What Are We Guys Doing Here?" contains an eight-week unit designed to correct the impression that career guidance is a "dumb" class; "In the Drivers Seat" is designed to show the necessity for physical and mental control, timing, space-sense, and emotional stability; "Making It" presents the experience and preparation for working by studying job applications, interviews, and want ads in a literature class; "Watch Me Handle the World" develops an awareness in the pupil of his power to effect change in his environment; "Trips Through Our Town" stresses ideas, places and language arts experiences through map reading, letter writing, and following directions; and "The Career Guidance Newspaper" instructs students in the skills necessary to write and publish a newspaper. (RB)

ED 088 082 CS 201 060
Wilson, Velez H.
The Oral Tradition: Springboard for Teaching Black Literature.
Pub Date Nov 73
Note—11p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (63rd, Philadelphia, November 22-24, 1973)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*English Instruction, *Folk Culture, Instructional Materials, Literature, *Negro Culture, Negro History, *Negro Literature, Oral English, *Teaching Techniques
Identifiers—*Oral Literature
Black Americans have inherited a rich store of oral literature (folk music, folk tales, folk customs, and superstitions). When approached from the point of view of the students' experience, this oral tradition can be an effective springboard for discussion, reading, and writing in the classroom. Brass band funeral processions can be viewed as a close structural parallel to the form of classical elegy and a study of commemorative poetry written by or about blacks can be used to complement the jazz funeral-elegy comparison. Tracing the development of a character in oral literature such as Brer Rabbit can also be an effective approach; or one can trace the theme of what makes a hero. One successful unit was developed from a historical perspective to trace the black man's philosophies of freedom using folk music and poetry. The oral literature of the black community explains the present condition as the result of the past and establishes a definite relationship between the actions and reactions of the black man's ancestors to the conflicts in their lives. The oral literature is a continuing tradition, so that much of the teaching material can consist of the experiences and knowledge of oral literature that black students bring to the classroom. (HOD)

ED 088 083 CS 201 063
The News Media and the Government: Clash of Concentrated Power.

Freedom House, Inc., New York, N.Y.
Pub Date Jun 73
Note—11p.
Available from—Freedom House, 20 West 40th Street, New York, N. Y. 10018 ($0.10 single copy)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Censorship, Communication (Thought Transfer), Court Litigation, *Freedom of Speech, *Government Role, *Guidelines, Higher Education, Information Networks, *Journalism, *News Media, News Reporting, Public Officials, Surveys

This document brings together news media and constitutional law specialists with past and present government officials to define the areas of conflict and the operative constitutional rules and to devise ways to maximize the flow of information to the public without destructive confrontations between the media and government. Contents include: "The News Media and the Government: Clash of Concentrated Power," which lists guides for the news r edia and the government to resolve differences; "The Pentagon Papers/Times Adversaries Agree," which suggests that the Supreme Court was called upon because the press and government had not exercised the necessary restraint or responsibility; "The Human Factor," Which argues that the apparatus of public information cannot overwhelm the skilled performance of a responsible press; "Institutional Revolt," which cites surveys indicating public mistrust of complex and distant institutions of power both in government and the news media; and "Press and Government: Aspects of the Constitutional Position," which argues that power in the press and government is too concentrated. (RB)

ED 088 084 CS 201 064
Bagnall, Nicholas, Ed.
New Movements in the Study and Teaching of English.
Pub Date 73
Note—249p.
Available from—Maurice Temple Smith Ltd., 37 Great Russell Street, London WC1, England (2.75 pounds)
Document Not Available from EDRS.
Descriptors—Changing Attitudes, Cultural Context, Cultural Enrichment, Educational Change, *Educational Innovation, *Educational Philosophy, *English Instruction, *Evaluation Techniques, Higher Education, Language Development, Literature, Poetry, Social Values, *Teaching Techniques

This book deals with the practice of teaching, the effects of teaching on the personalities of pupils, and the effect teaching has on society. The chapters are each written by an expert in a particular field and are grouped into six sections. "Bird's-Eye Views" discusses the ways in which English teaching has changed and is changing on the international scene. "Social Contexts" examines English as a means of countering social deprivation and explores the needs of children from lower and upper class homes. The particular needs of fourteen and fifteen year olds are considered in "Middle Years," and "Techniques" analyzes new methods available to teachers, ranging from linguistics to television. "Poets" includes two chapters on poetry--one by W. H. Auden. "Examinations" considers the problems English instructors face in evaluating students and contains one student's evaluation of English instruction in literature. Notes on the contributors to this volume, including James Britton, George Allen, Roger Applebee, Anthony Burgess, and Frank Whitehead, are appended. (RB)

ED 088 085 CS 201 066
Martinsson, Ann
Free Written Composition at the Middle Level of Comprehensive School (FRIS).
National Swedish Board of Education, Stockholm.
Pub Date Sep 73
Note—19p.; Report of research in progress at The Department of Educational and Psychological Research, Malmo School of Education
Journal Cit—School Research Newsletter; v17 Entire Issue September 1973
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Composition (Literary), Composition Skills (Literary), *Creative Writing, *Intermediate Grades, Language Ability, Language Development, *Language Research, *Linguistic Performance, Social Differences
Identifiers—*Sweden

A project currently being conducted in Sweden on free written composition at the middle level of comprehensive school is described. The principal aims of the project are listed under three headings: linguistic quality and linguistic development, stimulus measures preparatory to writing, and social differences in writing ability. Included in the description are a timetable for the project, references to other projects, the population of the project, preliminary results, and further sub-studies. (HOD)

ED 088 086 CS 201 067
English Literature: A Student's Guide to Serial Bibliographies.
McGill Univ., Montreal (Quebec). McLennan Library.
Pub Date 72
Note—14p.; Prepared by the Reference Department
EDRS Price MF-$0.75 HC-$1.50
Descriptors—American Literature, *Annotated Bibliographies, *Bibliographies, English Literature, *Literature, *Literature Reviews, *Study Guides
Identifiers—*Serial Bibliographies

This selected guide to serial bibliographies covering English language literature is based on an essay bibliography by David E. Pownall. Other bibliographies of serial bibliographies which were consulted include "A Reference Guide to English Studies," "Periodicals Containing Reviews and Bibliographies," "Serial Bibliographies in the Humanities and Social Sciences," and "Serial Bibliographies for Medieval Studies." The guide also includes materials published since these bibliographies made their appearance. Selections are arranged under the following main headings: comprehensive bibliographies, period bibliographies, national literature lists, topics and genres, relations of literature with other subjects, and author bibliographies. (HOD)

ED 088 087 CS 201 069
1974-75 NCTE Guide to Teaching Materials for English, Grades 7-12: An Annotated Listing of Textbooks and Related Materials for Secondary Schools Prepared by the NCTE Staff.
National Council of Teachers of English, Urbana, Ill.
Pub Date 74
Note—176p.
Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 03757, $3.95 non-member, $3.75 member)
EDRS Price MF-$0.75 HC-$9.00
Descriptors—*Anthologies, Composition (Literary), Drama, *English Instruction, Films, Grammar, Humanities, *Instructional Materials, Junior High Schools, Language Skills, Literature, Mass Media, Reading, *Resource Guides, Secondary Education, Speech, Spelling, Tests, *Textbooks, Vocabulary, Workbooks

This guide contains 550 annotations for English anthologies, textbooks, workbooks, multimedia packages, and other materials for grades 7-12. Works of literature, audiovisual materials, and professional publications are included only when integrally related to specific, listed instructional materials. Entries are grouped into the following subject areas: Literature--Anthologies (basal series, single volumes and packages, general anthologies, poetry anthologies, short story anthologies); Literature--Other; Composition; Composition and Grammar/Language (basal series, single volumes and packages); Grammar/Language (basal series, single volumes and packages); Reading (basal series, single volumes and packages); Language Skills; Dictionary; Spelling; Vocabulary; Humanities; Drama; Film; Mass Media; Speech and Debate; and Tests. Within each section, entries are arranged alphabetically by title. However, the individual titles described in the annotation for a series are often listed by grade level or other sequence of difficulty. Appended are a Directory of Publishers, Ability Level Indexes (Accelerated Index and Remedial Index), Author-Editor Index, and Title Index. (HOD)

ED 088 088 CS 201 070
Mangione, Anthony R.
The Story That Has Not Been Told.
Pub Date Nov 73
Note—31p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (63rd, Philadelphia, Nov. 22-24, 1973)
EDRS Price MF-$0.75 HC-$1.85
Descriptors—American Literature, *Annotated Bibliographies, Ethnic Origins, Ethnic Status, *Ethnic Studies, *Immigrants, Literature, *Literature Guides, Reading Material Selection, Social Integration
Identifiers—*Ethnic Literature, White Ethnic Studies

This annotated bibliography is designed to assist teachers of English and social studies in improving the self-image of pupils of immigrant parents and grandparents and to nurture mutual understanding of cultural and ethnic diversities. It includes writings on every major white ethnic group represented in the United States. In most cases, only works originally written in English have been included; fiction and nonfiction titles by and about the ethnic American form the bulk of the references. The entries are listed under the following headings: the immigrant experience (non-fiction); ethnic literature (Anthologies); and the literature of eleven specific ethnic groups. The availability of each book, both in hard-bound and paperback, is indicated. (LL)

ED 088 089 CS 201 075
Green, Rose Basile
The Italian-American Novel: A Document of the Interaction of Two Cultures.
Pub Date Mar 74
Note—409p.
Available from—Fairleigh Dickinson University Press, Box 421, Cranbury, N.J. 08512 ($18.00 cloth)
Document Not Available from EDRS.
Descriptors—*American Literature, Cultural Background, Cultural Factors, *Italian Americans, *Italian Literature, *Literary Analysis, *Literary History, Literary Influences, Literary Perspective, Novels

A chronological analysis of the fictional writings of Americans of Italian ancestry, this book constitutes a record of the interaction of two cultures, immigrant and established, within the composition of American civilization. The materials are divided into three parts: the first part contains an analysis of representative autobiographies as a direct comment of the Italian immigrants (accounts of their background, their reasons for emigrating, their problems upon arrival, and their experiences in their attempts at settling in a new country); the second part contains an analysis of the immigrants' fictional treatment of American life up to the contemporary period (the early impact, need for assimilation, revulsion, counterrevulsion, and rooting); and the third part reflects the contemporary period and summarizes the stages of the developments that led to the point of encounter in the interaction of the two cultures (novels of recall, recent Italian immigrant writers, advanced assimilation, novels "out-of-place," conflicts with the law, etc.). In the divisions of part three an attempt is also made to evaluate the Italian-American novel in contemporary American literature. (HOD)

ED 088 090 CS 201 078
Duke, Charles R.
Nonverbal Behavior and the Communication Process.
Pub Date Nov 73
Note—23p.; Paper presented the Annual Meeting of the National Council of Teachers of English (63rd, Philadelphia, November 22-24, 1973)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Body Language, *Classroom Communication, *Communication (Thought Transfer), Communication Skills, Cultural Awareness, Group Behavior, Higher Education, *Nonverbal Communication, Secondary Education, *Social Relations, Student Teacher Relationship

The effect of nonverbal behavior on communication is apparent, but educators are left with the question of how an awareness of nonverbal behavior can fit into the classroom. In fact the average classroom offers a vast supply of information about nonverbal communication that remains relatively untouched in scientific studies. The processes of acceptance and understanding of ideas and actions on the part of both students and teachers involve expensive nonverbal elements. The teacher interested in improving his own communication skills will find the classroom a place for practice and exploration. Some possible areas of concentration include an examination and interpretation of different students' reactions to questioning techniques, the development of groups and social interaction in the classroom,

the examination of cultural clashes that occur as a result of different uses of nonverbal behavior, the study of the effects of dress and hair styles on teacher-student interaction, and the analysis of seating arrangements and architectural design as it affects classroom communication. (Author/RB)

ED 088 091 CS 201 079
Kingsbury, Callie
Modules of Mini-Electives.
Pub Date Nov 73
Note—8p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (63rd, Philadelphia, November 22-24, 1973)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Composition (Literary), *Elective Subjects, English Curriculum, *English Programs, Grade 10, *Language Arts, Literature Appreciation, *Program Descriptions, *Schedule Modules

This paper describes a mini-modular program for the tenth grade. The program operates within a year-long course of study which covers all four of the language arts and groups students in classes heterogeneously so that skills and concepts can be taught to all students and special needs and interests handled as they arise and are identified. Required units include Oral Communications, Formal/Informal Voice in Writing, Short Story, "Lord of the Flies," and Individualized Paragraph Building and Writing Skills. The first four of these begin the year and are taught by the "home-base" teacher. At the conclusion of these units the first electives are offered: three electives in the language skill area, two writing electives, and novel and drama electives including a unit on science fiction. Electives are usually three weeks long with the student returning to the home-base teacher for conferences at the conclusion of the elective. A common period for teachers involved in planning, coordinating, and executing mini-mod electives is also arranged. At the end of each year electives are dropped or added depending upon student interest, current issues, and staff talent. (HOD)

ED 088 092 CS 201 085
Gowie, Cheryl Janice
Children's Semantic Expectations and Performance with an Exceptional Linguistic Structure.
Pub Date 73
Note—124p.; Ph.D. Dissertation, State University of New York, Albany
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-28,829, MFilm $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*Child Language, Comprehension, Expectation, *Language Research, *Linguistic Competence, Psycholinguistics, *Semantics, *Sentence Structure, Syntax

This study examined the extent of children's awareness of the semantic subtleties of the word "promise" and their comprehension of sentences following an atypical syntactic pattern using "promise" as the main verb. Subjects included children within three months of being six-and-one-half, eight-and-one-half, nine-and-one-half, and ten-and-one-half years old. Sentences were constructed to be harmonious with, or contrary to, each child's expressed expectations. One hypothesis stated that performance on sentences following a typical syntactic pattern, the Minimum Distance Principle (with "tell" as the main verb), would be affected significantly by semantic expectation only in the six-year-old age group and that performance on sentences violating the general syntactic rule (with "promise" as the main verb) would be affected significantly in the seven-, eight-, and nine-year-old groups. This hypothesis was rejected. It was further found that harmonious sentences were easier than contrary sentences. No meaningful correlation was found between children's performance on the instrument assessing awareness of the semantic subtleties of "promise" and performance on the harmonious and contrary sentences with "promise" as the main verb. (HOD)

ED 088 093 CS 201 090
Shepherd, James Franklin
The Relations Between Knowledge of Word Parts and Knowledge of Derivatives Among College Freshmen.
Pub Date 73
Note—233p.; Ph.D. Dissertation, New York University
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-30,124, MFilm $4.00 Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*College Freshmen, English, Grammar, Higher Education, *Language Patterns, *Language Research, *Language Skills, Latin, Native Speakers, Romance Languages, Vocabulary, *Word Recognition

The purposes of this study were to investigate the relation between knowledge of formatives and knowledge of formative derivatives and the relation between knowledge of nonformatives and knowledge of nonformative derivatives, and to determine if the first relation is greater than the second. The subjects were 178 college freshmen who were enrolled in a two-year college and a four-year university located in New York City and who were native speakers of English heterogeneously distributed on a measure of verbal intelligence. Findings were that knowledge of formatives is strongly related to knowledge of formative derivatives, and this relation is strong when verbal intelligence, Latin and Romance language study, and word-part vocabulary study are partialed; knowledge of nonformatives is related to knowledge of nonformative derivatives, but this relation is not strong when verbal intelligence, Latin and Romance language study, and word-part vocabulary study are partialed; and nonformative word-part vocabulary study is not strongly related to knowledge of formative derivatives or to knowledge of nonformative derivatives. (Three implications regarding instruction are included.) (Author/RB)

ED 088 094 CS 201 092
Golub, Lester S.
A Computer Assisted Literacy Development Program for Career Oriented Youths and Adults, Ages 14-24. Final Report.
Pennsylvania State Univ., University Park. Computer-Assisted Instruction Lab.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Pub Date Jan 74
Note—66p.
EDRS Price MF-$0.75 HC-$3.15
Descriptors—*Career Planning, *Computer Assisted Instruction, *Computer Oriented Programs, Diagnostic Tests, Literacy, *Literacy Education, Occupational Aspiration, *Program Development, Reading Programs, Vocational Counseling, Young Adults, Youth
Identifiers—*LITE (Literacy Development Program)

The purpose of the project was to develop and validate a computer-assisted literacy development program for career oriented youth, ages 14-24. This goal has been accomplished so that there now exists a model for a total computerized reading program for young adults. The end product of this program consists of adult diagnostic reading level tests, an occupational interest inventory, and instruction in literacy and occupational information. Several stages of development were required to produce the LITE program on the IBM 1500 Instructional System. The summative evaluation of the program showed that students participating in the LITE program made considerable gains in their literacy development and outstanding gains in their knowledge of career information. The attitude of students in the computer-assisted instruction (CAI) mode of the program was significantly better than the attitude of students taking a programed text version of the program. Since the LITE program is successful, it is suggested that funds become available to bring the program to a large number of students, that materials on the world of work and code-breaking skills be brought to special education and adult basic education persons, and that the career information areas be further developed to meet the vocational needs of career-oriented youths. (Author)

ED 088 095 CS 201 096
Frith, Mae B.
Developing a Course in the Teaching of English as a Second Language.
Pub Date Nov 71
Note—7p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (61st, Las Vegas, Nov. 25-27-1971)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Applied Linguistics, *Course Descriptions, *English (Second Language), Higher Education, *Methods Courses, *Teacher Education, Teaching Methods, *Tutoring
Identifiers—McGill University

This paper describes a course in the teaching of English as a second language (TESL) at McGill University to give graduating students insights into the problems classroom teachers encounter when working with children from multilingual backgrounds and to orient them to some of the techniques and procedures of teaching English as a second language. The first month of the course, with meetings three hours per week, was used to gain some basic understandings of linguistics and its contribution to TESL. After the first month, one hour of the course was spent in tutoring and the other two hours in dealing with problems arising from the tutoring situation and building on and extending basic understandings of principles and techniques gained earlier. Each student was asked to design a final project, guided by his tutoring experience as well as his reading and other experiences offered by the course. (HOD)

ED 088 096 CS 201 100
Walden, James D., Ed.
From Zero to Steinbeck: A Study of Children's Composition.
Indiana Univ., Bloomington. School of Education.
Pub Date Jan 74
Note—66p.
Available from—Publications Office, Room 109, School of Education, Indiana University, Bloomington, Indiana 47401 ($1.75)
Journal Cit—Viewpoints; v50 n1 p1-66 January 1974
Document Not Available from EDRS.
Descriptors—*Composition (Literary), *Composition Skills (Literary), Creative Writing, Descriptive Writing, Educational History, Educational Improvement, *Elementary Education, Expository Writing, *Language Arts, Teaching Methods, Teaching Techniques, *Writing

In a series of articles based upon doctoral studies, this issue examines composition instruction in the elementary schools. The first article provides a historical background for examining current practices in elementary composition programs, the second article discusses the relationship between form and content, and the last three articles look at current practices in the field of elementary composition. Introductory and concluding statements have been added by James Walden, thesis director for the authors of the five studies. (LL)

ED 088 097 CS 201 103
Intellectual Freedom Committee Update:
California Library Association, Sacramento.
Pub Date Dec 73
Note—36p.
Available from—California Library Association, 717 K Street, Sacramento, Calif. 95814 ($1.00)
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*Academic Freedom, *Censorship, *Library Associations, Library Materials, Library Material Selection, *Library Standards, Policy, *Supreme Court Litigation
Identifiers—Intellectual Freedom, *Obscenity

Presented in this booklet are (1) a question and answer article regarding the June 1973 U. S. Supreme Court decision to change the First Amendment Law concerning works with sexual content; (2) a memorandum from the vice-president and president-elect of the American Library Association (ALA) regarding the Supreme Court obscenity decisions of June 1973; (3) the ALA resolution on Supreme Court decisions; (4) an ALA information report on the obscenity decisions of the Supreme Court; (5) an ALA interpretation of the Library Bill of Rights in regard to the intellectual freedom statement and free access to libraries for minors; and (6) the ALA policy statement on confidentiality of library records. Also included are ALA resolutions and statements on labeling, challenged materials, reevaluation of library materials for children's collections, sexism, racism and other -isms in library materials, access to library materials, reevaluating library collections, expurgation of library materials, governmental intimidation, and shield laws. (HOD)

ED 088 098 CS 201 105
Hill, Robert And Others
Intellectual Freedom: A Bibliography.
Pub Date [72]
Note—12p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Academic Freedom, *Annotated Bibliographies, *Censorship, *Reading Material Selection, *Textbook Selection
The items listed and annotated in this bibliography on intellectual freedom are limited to materials published between 1966 and 1971 in both books and periodicals. As used in this bibliography, intellectual freedom refers to the free access to and acquisition of all materials in whatever subject area and form, and the distribution of those materials to patrons without restraint or censorship. Both current problems and past events in this sphere are reflected. Entries were selected from indexes to periodical literature as well as the book and card catalogs of several libraries, public and academic. Entries are listed alphabetically by author and divided into books and periodicals. (HOD)

ED 088 099 CS 201 108
Goldstein, Janet Mendell
From Pandora to Nora: Literature and Women's Liberation.
Pub Date Nov 73
Note—11p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (63rd, Philadelphia, November 22-24, 1973)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Course Descriptions, *Elective Subjects, Females, *Feminism, *Literature, Secondary Education, *Sex Discrimination, Stereotypes, *Womens Studies
This paper describes a ten-week elective course for high school seniors entitled "Literature and Women's Liberation." The purposes of the course were (1) to introduce students to some of the classic fictional, nonfictional, poetic, and dramatic statements concerning the role of women, as well as to quite a few recent commentaries on this theme; and (2) to raise the students' consciousness concerning the very real problems that have confronted women throughout their struggle for independence and identity. Readings included "Up Against the Wall, Mother: On Women's Liberation," "Main Street," poems by Sylvia Plath, Marge Piercy, and other poets, "Miss Julie," and "The Doll's House." In addition, materials from newspapers, magazines, photographs, and advertisements were used. The class began with an introduction to the great authors of the Western literary tradition (who hated women) and moved toward a study of traditional stereotypes of women in contemporary society. Mass media and guest speakers added variety to the lessons. Student response to the class was enthusiastic. (HOD)

ED 088 100 CS 201 109
Haviland, Virginia
Children's Books 1973: A List of Books for Preschool Through Junior High School Age.
Library of Congress, Washington, D.C. Children's Book Section.
Pub Date 74
Note—16p.
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($0.30)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Annotated Bibliographies, *Booklists, *Childrens Books, Elementary School Students, Junior High School Students, Preschool Children
This annotated bibliography provides a listing of children's books published in 1973 for those of preschool through junior high school age. The Library of Congress catalog card number for each book follows the bibliographic information, and grade level appears at the end of each annotation. Books are categorized into picture and picture story books; stories for the middle group; fiction for older readers; folklore; poetry and rhymes; arts and hobbies; biography; history, peoples, and places; and science and nature. (HOD)

ED 088 101 CS 201 110
Communication Skills for EMR Pupils; Teacher Resource Material.
Los Angeles City Schools, Calif. Special Instructional Programs Branch.
Pub Date 73
Note—220p.
EDRS Price MF-$0.75 HC-$10.20
Descriptors—*Communication Skills, *Educable Mentally Handicapped, Elementary Education, Handwriting Skills, *Instructional Materials, Language Development, *Language Skills, Oral Expression, *Program Guides, Written Language
This instructional bulletin, second in a series of three publications designed to provide a sequential development of communication skills for educable mentally retarded pupils in elementary school, contains suggested learning objective and activities for implementation in language arts courses. Contents include: "Developing Fundamental Skills in Oral Language," which contains activities to improve listening, thinking, and speaking skills; "Developing Written Language Skills," which presents materials on vocabulary building, sentence development, punctuation, and paragraph organization; "Developing Handwriting Skills," which stresses the importance of handwriting and suggests learning activities to prepare pupils for handwriting; and "Developing Spelling Skills," which contains materials for teaching pupils to discriminate between sounds and to pronounce words correctly. (RB)

ED 088 102 CS 201 113
A Resource Bulletin for Teachers of English--Grade 10: The Worlds of Discourse.
Baltimore County Board of Education, Towson, Md.
Pub Date 72
Note—352p.
EDRS Price MF-$0.75 HC-$17.40
Descriptors—Composition (Literary), *Curriculum Guides, Dramatic Play, *English Curriculum, Grade 10, *Inductive Methods, *Language Arts, Literature, Reading, *Rhetoric, Small Group Instruction, Speech Skills
Identifiers—Baltimore County
This sequential curriculum guide for grade ten uses a sequence which encourages the teacher to begin with student experience and language and to progress to a variety of learning experiences which integrate all elements of the language arts and which permit students to discover their own generalizations and periodically evaluate their own progress. The steps in the procedure are: (1) propose a minimal situation which the students then develop and explore in a dramatic improvisation; (2) follow this with further exploration and development in class discussion; (3) use the ideas generated as the basis for student writing; (4) stimulate cross-commentary on and evaluation of the writing; and (5) provide for reading in the same mode of discourse. Three teaching approaches used include small group discussion, dramatic improvisation, and induction. Units cover free reading, drama (interacting), language and feelings, points of view, the language of advertising, fantasy, reportage, argumentation, visual literacy film communication, themes and variations, grammar, and the meaning in the poem. (HOD)

ED 088 103 CS 201 127
Walsh, Donald D.
Spanish-Speaking Children in American Schools: The Story of an Educational Crime.
Pub Date Nov 73
Note—7p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (63rd, Philadelphia, November 22-24, 1973)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Bilingual Education, Bilingualism, Elementary Education, *English (Second Language), *Language Development, *Second Language Learning, *Spanish Speaking
While the native speaker of English already has a working command of the sound system and the structure of the English language when he enters school, the native speaker of American Spanish enters school with a quite different sound system and structural system. A good educational program for these students should have as its goal to eventually make them bilingual. Upon entering school, the child should be taught through the medium of his own language and should have a special intensive English (as a second language) course as well as a special course in Spanish for native speakers of Spanish. When the student's command of English reaches the point where he can study other courses in English, the shift can begin, usually with math and science, but the sequence of courses in Spanish for native speakers should continue throughout the school years. And in a truly bilingual setting, the English-speaking child should study oral Spanish and later study math or science using Spanish as the medium of instruction. Teachers should be knowledgeable in each language and should be familiar with the contrasts in sound and structure between Spanish and English. (HOD)

ED 088 104 CS 201 130
Hulteng, John L.
The Opinion Function: Editorial and Interpretive Writing for the News Media.
Pub Date 73
Note—188p.
Available from—Harper & Row, Publishers, Inc., 10 East 53rd Street, New York, N.Y. 10022 ($2.95 paper)
Document Not Available from EDRS.
Descriptors—Composition (Literary), Composition Skills (Literary), *Editorials, Higher Education, Interpretive Skills, Journalism, *Mass Media, *Persuasive Discourse, *Press Opinion, *Writing Skills
This guide to editorial and interpretive writing focuses on generating ideas and developing editorials that are striking, lucid, and persuasive. It covers the devices of argumentation and effective writing, considers the fine points of technique and style, catalogues pitfalls common to new writers of opinion pieces, and discusses factors that contribute to the shaping of editorial policy for the mass communications media and the distinctive ways opinion and interpretation are employed by the various media. Some of the fourteen chapter titles include "Who Says What, and Why, and to Whom?" "Developing Editorial Ideas,"Constructing an Argument," "Variations on the Themes," and "Editorials in Pictorial Form." A selected, annotated bibliography concludes the book. (HOD)

ED 088 105 CS 201 133
Kelly, R. Gordon
American Children's Literature: An Historiographical Review.
Texas Univ., Arlington.
Pub Date 73
Note—22p.
Journal Cit—American Literary Realism, 1870-1910; v6 n2 p89-107 Spring 1973
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Adolescent Literature, *American Literature, *Annotated Bibliographies, *Childrens Books, *Childrens Literature, Elementary Education, *Reading Materials, Reading Material Selection
The bibliographic essays which make up this special issue discuss and cite works under the following titles: "Children's Literature as a Field of Study," "Bibliographies of Children's literature," "Previous General Works in the Field," and "-Specialized Studies in American Children's Literature." An essay entitled "Suggestions for Further Work" completes the issue. (LL)

ED 088 106 CS 500 507
Coynik, David
Film: Real to Reel and Teaching Guide for Film: Real to Reel.
Pub Date 73
Note—328p.
Available from—St. Mary's College Press, Winona, Minnesota 55987 ($4.95 paper)
Document Not Available from EDRS.
Descriptors—Animation, Audiovisual Communication, Communication (Thought Transfer), Content Analysis, Documentaries, *Film Production, *Films, *Film Study, Higher Education, Secondary Education, Sound Effects, Sound Films, *Teaching Guides, *Visual Literacy
Designed to be used as a companion book for a course in film study, this book contains chapters on: creating the shot, rhythm, sound, motion, light, color, the director, genre, documentary, animation, now-films, and do-it-yourself. The book features illustrations from films as examples of film making techniques. The 56 page teaching guide suggests both short and feature length films as examples of themes discussed in each chapter. Appendixes suggest old films suitable for use in the classroom and list addresses of film distributors. (LL)

ED 088 107 CS 500 529
Sprague, Jan
Communication and Career Specialization: Communication Courses in Community College Programs.
Pub Date 7 Apr 73
Note—33p.; Paper presented at the Annual Meeting of the Central States Speech Association (Minneapolis, April 7, 1973)
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*Business Skills, Career Choice, *Career Education, Career Planning, *Communication (Thought Transfer), *Communication Skills, *Community Colleges, Intercommunication, Mass Media, Occupational Choice, Public Speaking, Technical Writing, Verbal Communication
Training in communication skills is necessary at all educational levels, and more widespread implementation of such preparation is especially needed within vocational training curricula. Community college programs are particularly strengthened by greater stress on all types of communication skills--writing, public speaking, reading, listening, and mass media literacy--since community colleges frequently offer occupational training within the atmosphere of rigor traditionally associated with colleges. In communication arts classrooms of community colleges, daily life experiences from real jobs must be integrated into the curricula to bridge the gap between schools and work. (The syllabi of eight college courses in business communication skills are included in this report). (CH)

ED 088 108 CS 500 575
Popovich, Thomas F.
Stage Lighting (Multi-Curricular), Art Education: 6683.07.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note—20p.; Authorized course of instruction for the Quinmester Program
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Curriculum Guides, Design Needs, Equipment, Illumination Levels, *Lighting, Lighting Design, *Production Techniques, *Secondary Education, *Stages, *Teaching Guides, Theaters
Identifiers—Minicourses, *Quinmester Program
This course guide for teachers is intended to provide experiences for secondary students in illumination and lighting for a drama production. Performance objectives listed for the students include: (1) setting up a lighting diagram for a one-scene show and a two- or multiple-scene production; (2) wiring and setting up equipment for a one-scene show and a multiple-scene show; (3) participating in the lighting of a production; and (4) knowing the various lighting methods, problems, and effects. Also included are: "Course Content," which includes the meaning of light on stage, lighting equipment, electricity, designing for a plot, participation in a stage production, and evaluation; "Rationale"; "Suggested Learning Activities," which includes field trips, guest speakers, team-teaching, design experiments, building a model, and an actual stage production; "Glossary of Stage Terminology," which contains definitions for eighty words; and "Resources," which lists books, periodicals, films, theaters, and equipment and supply sources. (WR)

ED 088 109 CS 500 596
Rienstra, Phillis
"Losing Battles": The Tests of Endurance.
Pub Date May 73
Note—14p.; Paper presented at the Doctoral Honors Seminar in Interpretation "The Phenomenon of Performance" (1st, Northwestern University, School of Speech, May 9-11, 1973)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—American Literature, *Characterization (Literature), Content Analysis, Critical Reading, *Fiction, *Interpretive Reading, *Literary Analysis, *Novels, Oral Communication, Prose, Twentieth Century Literature
The works of Eudora Welty challenge the abilities of the oral reader who wishes to interpret them properly. Her novel, "Losing Battles," requires careful attention to the narrative point of view as a guide to its various dimensions of meaning. The narrative shifts through the consciousnesses of various characters of four generations in a rural Mississippi community. The narrator is not a character in the novel; he stands outside the story, and yet he must convey a sense of participation and also establish time and place with summaries and descriptions. The novel's structure is somewhat elusive in the character study seems to be the controlling factor, but the concept of time also plays an important role in its development. The novel is historical and records detailed events, human sensibilities, emotions, and conflicts, and thus requires that the interpretative reader have extensive background information. The reader who interprets this novel must use his imagination to convey a feeling of its humorous and poignant testimony to human endurance. (RN)

ED 088 110 CS 500 597
Sprague, Jo
Criteria for Evaluating Secondary Language Arts Curricula.
Pub Date 73
Note—11p.; Paper prepared for the 1973 Speech Communication Association Summer Conference, Chicago
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Communication Skills, Course Objectives, *Curriculum Evaluation, *High School Curriculum, *Humanization, Interaction, *Language Arts, Secondary Education, *Speech Education, Teaching Techniques
Three criteria must be considered in evaluating and humanizing high school speech and language arts curricula. First, interactions between teacher and student must "center on the process of responding," that is, knowledge gained should be a base for further and broader acquisition of knowledge. Second, effective language arts curricula must stress the inter-relatedness and unity of reading, writing, speaking, and listening. Third, humanization of the educational process must occur to offset current trends toward mechanization and loss of basic values. (CH)

ED 088 111 CS 500 598
Barbour, Alton, Ed.
Free Speech Yearbook 1973.
Speech Communication Association, New York, N.Y.
Pub Date 74
Note—110p.; Fourth annual compilation by the Commission on Freedom of Speech
Available from—Speech Communication Association, Statler Hilton Hotel, New York, N. Y. 10001 ($2.50)
EDRS Price MF-$0.75 HC-$5.40
Descriptors—*Bibliographies, *Civil Liberties, *Court Doctrine, Dissent, *Freedom of Speech, Literature Reviews, Mass Media, News Media, Oral Communication, *Social Attitudes, Social Behavior, Supreme Court Litigation
The first article in this collection examines civil disobedience and the protections offered by the First Amendment. The second article discusses a study on antagonistic expressions in a free society. The third essay deals with attitudes toward free speech and treatment of the United States flag. There are two articles on media; the first examines political broadcasts on public radio and television stations, and the second discusses the increasing use of paid "editorial" or "advocacy" advertising. A list of suggested readings on the historical background of free speech and a review of Supreme Court decisions relating to the First Amendment during the 1972-1973 term are included. An extensive bibliography of articles, books, and court decisions relating to freedom of speech published between July 1972 and June 1973 is appended. (RN)

ED 088 112 CS 500 599
Phelps, Lynn Alan
Explicitness and Effort Factors of Commitment as Determinants of Attitude Change in a Counterattitudinal Communication Paradigm.
Pub Date 72
Note—107p.; Ph.D. Dissertation, University of Southern California
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-27,686, MFilm $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*Adoption (Ideas), *Attitudes, *Changing Attitudes, *Communication (Thought Transfer), Feedback, *Information Theory, Interaction Process Analysis, Persuasive Discourse
Attitude changes in those who receive messages can be affected by the conditions of explicitness and effort under which the messages are transmitted. Messages produced under conditions of "publicness" will change more attitudes among receivers than those produced under more private conditions. Likewise, subjects who receive messages under a condition of high effort will change their attitudes more readily than those operating under a condition of low effort. If the two factors of explicitness and effort are additive in producing commitment, then messages produced under conditions of both "publicness" and high effort will result in the greatest amount of attitude change. Results of a study supported these hypotheses, although they did not support the theory that messages received under both conditions of "privateness" and low effort resulted in attitude changes that were significantly different from those in the two groups, "-high effort-privateness" or "low effort-publicness." (RN)

ED 088 113 CS 500 600
Johnston, Claire, Ed. *Willemen, Paul, Ed.*
Frank Tashlin.
Pub Date 73
Note—151p.
Available from—Society for Education in Film and Television, 63 Old Compton Street, London W1V5PN ($3.25)
Document Not Available from EDRS.
Descriptors—Audiovisual Communication, *Comedy, *Creative Activities, *Film Production Specialists, *Film Study, Mass Media, *Sound Films, Visual Arts, World History
Identifiers—Auteurism, Lewis (Jerry), *Tashlin (Frank)
This auteuristic analysis of Hollywood filmmaker Frank Tashlin (1913-1972) includes critical commentary, interviews, and a biographical chronology. Six separate articles discuss various facets of Tashlin's films, ranging from the artistic processes involved to critical evaluations of the films. In two interviews, Tashlin elaborates on his motivations in creating some of the notable scenes in his many comic films and on his world view as an artist. An essay on Jerry Lewis is included since the comic actor frequently starred in Tashlin films. An extensive chronology of Tashlin's life with brief cast and crew credits for each Tashlin film is appended. (CH)

ED 088 114 CS 500 601
Heiman, Hazel
The Building of a Populist Impulse.
Pub Date Nov 73
Note—22p.; Address given at the Annual Faculty Lecture Series, University of North Dakota (20th, Grand Forks, November 15, 1973)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Cultural Background, *Persuasive Discourse, Political Attitudes, *Political Influences, Political Issues, Political Power, *Public Speaking, *Rhetoric, Rhetorical Criticism, Rural Environment, *Social Influences, Speeches
Identifiers—*Populist Party
During the late nineteenth century, political rhetoric in some regions of the United States was affected by the philosophy of "populism," based on the belief that government exists to serve all the people, not just special interests. The Populist Party thrived in isolated rural areas, particularly the Dakota territories, at a time when residents were seeking political force to organize for statehood. The party also served as a platform for farmers to express their dissatisfaction with the distant industrial, business, and economic interests that they felt controlled them. Persuasive appeals were based on political and economic discontent, a fear of natural conditions and failure, and the isolated farmers' needs for social interaction. As community centers were established, there were increasing occasions for face-to-face communication. Persuasive dialogues occurred during such meetings as summer encampments and conventions, chautauquas, lyceums, and particularly political rallies. As a reform movement, populism reached its climax in South Dakota in 1896 when the party slate was elected. (RN)

ED 088 115 CS 500 602
Ruth, Deborah D.
Books on Film and Filmmaking.
Pub Date [73]

Note—8p.; Unpublished bibliography prepared at University of California, Berkeley, Education Extension
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Animation, *Annotated Bibliographies, *Film Production, *Films, *Film Study, Production Techniques, *Resource Guides
This annotated bibliography of books on film and filmmaking contains references on materials related to animation production, general reference materials, student film production, film study, experimental film, critics and directors, sources of funds for filmmaking, local resources, periodicals for filmmaking classes, sources of free films, and some cheap sources of films. (HOD)

ED 088 116 CS 500 603
A Selected Bibliography of Publications, 1949-1972.
Illinois Univ., Urbana. Inst. of Communications Research.
Pub Date 72
Note—57p.
Available from—Institute of Communications Research, University of Illinois, Urbana, Illinois 61801 (Single copy free)
EDRS Price MF-$0.75 HC-$3.15
Descriptors—*Bibliographies, *Communication (Thought Transfer), *Communication Problems, Education, Information Utilization, Language Usage, *Mass Media, Politics, Propaganda, Public Opinion, Research
The selections included in this bibliography represent the major areas in which the institute has conducted research and include major institute papers plus papers by many individuals who have been affiliated with the institute since its founding in 1947. The citations are listed under the following headings: "Attitude and Behavior Change, Propaganda and Public Opinion," "Communications Theory, Research, and Research Design," "Education and Learning," "International Communication and Comparative Politics," "Language and Meaning," "Law," "Mass Media," "Popular Culture and Political Economy," and "Miscellaneous." Appendixes list addresses of former institute faculty and the current faculty of the institute. (LL)

ED 088 117 CS 500 604
Runkle, Judith Ann
A Survey of the Small Group Techniques Used in College Beginning Speech Classes.
Pub Date 72
Note—147p.; Ph.D. Dissertation, University of Minnesota
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-10,628, MFilm $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Communication (Thought Transfer), Communication Skills, *Course Content, Course Organization, *Discussion Groups, Group Activities, *Group Discussion, Small Group Instruction, *Speech Curriculum, Speech Education, *Undergraduate Study
Results of a survey indicate that about 74 percent of those teaching introductory college speech courses use group discussion techniques as part of their class activities. The most prominent group assignments are panel discussions and symposiums. Other popular activities include discussions on determining class procedures, on social issues, and on interpersonal communication theory. Instructors in small schools tend not to use group discussion in the beginning courses, and discussion activities are seldom included in classes that are either very large or very small. The more oriented a course is toward public speaking, the less likely it is that the instructor will include small group assignments. Overall, inclusion of small group discussions depends largely on the instructor's own training in such activities and the importance he attaches to the value of discussion as a unit in the basic course. (RN)

ED 088 118 CS 500 605
Estes, Susan Jo
The Rhetoric of Representative Black Spokesmen for Violence from 1963 through 1969.
Pub Date 72
Note—167p.; Ph.D. Dissertation, University of Missouri-Columbia
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-21,777, MFilm $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—African American Studies, Black Community, *Black Power, Culture Conflict, *Persuasive Discourse, Political Issues, *Rhetoric, Social Attitudes, Social Influences, *Social Problems, Social Relations, Social Values, *Violence
Identifiers—*Black Rhetoric
The basic black rhetoric of violence during the 1960s differed little from other American rhetoric of violence in its expressions of values, attitudes, and beliefs. This conclusion is drawn from studying the speeches of five representative black spokesmen for violence: Malcolm X, Stokely Carmichael, Eldridge Cleaver, Huey P. Newton, and Bobby Seale. The basic values they expressed were that liberty is worth the sacrifice of life and that violence must be used to gain liberty. Their call for violence was based on attitudes that the American dream is a nightmare to blacks, that blacks must have freedom, that whites will suffer integration only if forced through violence, and that blacks can use violence for their gain just as whites have. Their beliefs stemmed from common experience and culture, plus their own direct experiences and group memberships. However, during the late 1960s the spokesmen became more independent of the traditional white American attitudes and beliefs. These popular black public speakers came to use the vocabulary, delivery, and dress habits of black ghetto culture. (RN)

ED 088 119 CS 500 606
Jandt, Fred E. And Others
Approaches to Teaching Interpersonal Communication.
Pub Date Mar 73
Note—11p.; Symposium papers from the Annual Meeting of the New York State Speech Association (Monticello, March, 1973)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Basic Skills, *College Curriculum, *Communication Skills, *Courses, Curriculum Development, Group Relations, Higher Education, Information Theory, *Interpersonal Relationship, Speech Skills, Supplementary Education, *Teaching Techniques
This three-part report includes a justification for the college-level study of interpersonal communication, a description of a specific course that includes interpersonal communication, and an outline for supplemental lectures on interpersonal communication for basic speech communication courses. The overall rationale for the stress on teaching interpersonal communication within or in addition to basic college speech courses is based upon the new, less culturally bound transactional communication theories. The course described demonstrates ways of teaching speech skills which conform to this view of communication. A proposed series of videotaped lectures by experts in various facets of communication which could supplement regular speech courses is also described. (CH)

ED 088 120 CS 500 607
Glotzbach, Robert Eugene
The Administration of the Performing Arts in Higher Education: The Relation of Organizational Structure to Program Goals.
Pub Date 72
Note—363p.; Ed.D. Dissertation, The University of Florida
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-29,178, MFilm $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—*Administrative Organization, *College Instruction, College Majors, Communication (Thought Transfer), Dance, Departments, Doctoral Theses, *Fine Arts, Liberal Arts, Music, *Organizational Development, *Theater Arts
This study was designed to identify the relationships between prescribed organizational modes and operational goal priorities which characterize American higher education in the performing arts (music, dance, theater) and to propose organizational guidelines on that basis. The relationship factors included instructional goal priorities, formally published goals, degree status, instructional types and sizes, administrative echelon in the institution, and administrative interrelationship with other disciplines and programs, as well as organizational trends and appraisals of organizational structure. Data were secured by a questionnaire mailed to a random sampling of all professionally recognized music, dance, and theater programs in universities, colleges, and independent institutes. Almost a third of the programs in each performance area claimed a direct professional thrust. Only theater claimed any substantial relation to liberal arts/humanities. The recommendations are that music programs be administered by an independent institute, the school of music, or the college of fine arts; that any departmentalized structure is acceptable in dance, except a merger with physical education; and that in theater, any departmentalized structure is acceptable, except a merger with speech. (Author/LL)

ED 088 121 CS 500 608
Taylor, Karen Malpede
People's Theatre in Amerika.
Pub Date 72
Note—332p.
Available from—Drama Book Specialists/Publishers, 150 West 52nd Street, New York, New York 10019 ($12.50 cloth)
Document Not Available from EDRS.
Descriptors—American Literature, *Creative Dramatics, Dissent, *Experimental Groups, Literary Analysis, *Revolution, *Social Change, *Theater Arts, Twentieth Century Literature
Identifiers—*Peoples Theater
A history of the people's theatre movement in this country from the early 1920s to the early 1970s, this book deals with the structural and thematic connections between the radical theatre of the twenties and thirties and current work of such revolutionary theatres as the Living Theatre, Open Theatre, Bread and Puppet Theatre, El Teatro Campesino, and San Francisco Mime Troupe. Combined with critical analyses of contemporary theatre groups, movements, and collectives are scripts for mass chants, agitprops, interviews, manifestoes, articles, and letters by the individuals involved in (people's) radical theatre in America. (LL)

ED 088 122 CS 500 609
Film: A Student's Guide to Reference Resources.
McGill Univ., Montreal (Quebec). McLennan Library.
Pub Date [73]
Note—21p.; Prepared by the Reference Dept.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Aesthetic Education, *Annotated Bibliographies, Booklists, Film Libraries, *Film Study, Library Materials, Literature Reviews, *Reference Materials, *Resource Guides, Visual Literacy
This selective annotated bibliography lists current reference sources in the McGill Library system which deal with film. It emphasizes a scholarly approach to the film as art and includes only a few technical items. The citations are arranged in the following categories: guides and bibliographies, film catalogues and listings, dictionaries and encyclopedias, handbooks and directories, histories, biography, collections of reviews, indexes, and serials. A list of film libraries and information centers in the Montreal area is also included. (LL)

ED 088 123 CS 500 610
Sergel, Sherman Louis, Ed.
The Language of Show Biz: A Dictionary.
Pub Date Oct 73
Note—254p.
Available from—The Dramatic Publishing Company, 86 East Randolph Street, Chicago, Illinois 60601 ($12.50 cloth)
Document Not Available from EDRS.
Descriptors—*Definitions, *Dictionaries, Drama, *Dramatics, Expressive Language, *Language Usage, Reference Books, Stages, *Theater Arts, Vocabulary
Identifiers—*Show Business
This dictionary of the language of show biz provides the layman with definitions and essays on terms and expressions often used in show business. The overall pattern of selection was intended to be more rather than less inclusive, though radio, television, and film terms were deliberately omitted. Lengthy explanations are sometimes used to express nuances of a word or phrase. Terms which have a number of different

definitions, each of equal validity, are also included. Contributing editors include Alan Alda, Claudia Cassidy, Alvin Deutsch, Irvin Feld, Lewis Funke, Sheldon Harnick, Vance Johnson, F. Beverly Kelley, John Kenley, Philip Lang, Jerome Lawrence, Robert Lee, Harold Minsky, Ben Pearson, David Rogers, Harvey Sabinson, Jack Schlissel, Richard Seff, Sammy Smith, and Sam Zolotow. A form for contributing remarks or comments is provided at the end of the dictionary. (HOD)

ED 088 124 CS 500 612

Speech and Journalism Course Outlines, 1971-1972.

Nashville - Davidson County Metropolitan Public Schools, Tenn.

Pub Date 72

Note—43p.

EDRS Price MF-$0.75 HC-$1.85

Descriptors—Communication Skills, Course Content, *Course Objectives, *Curriculum Guides, Curriculum Planning, Elective Subjects, *Instructional Materials, *Journalism, Language Arts, Secondary Education, *Speech

This curriculum guide contains speech and journalism course outlines, including suggestions for instructional materials, course objectives, class activities, and communication skills. The contents in speech include "Group Discussion," "Theater Arts," "Public Communication," and "Theater Production." The journalism section consists of "Persuasion Techniques," "Laboratory," and "Publications." Appended to this curriculum guide are a section which explains credits in units for each course, lists course prerequisites, describes the course in general, and states the frequency with which the course is offered and a section which contains answers to nine anticipated student questions about elective course offerings in language arts speech and journalism. (RB)

ED 088 125 CS 500 614

Monge, Peter R.

The Study of Human Communication from Three Systems Paradigms.

Pub Date 72

Note—161p.; Ph.D. Dissertation, Michigan State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-12,785, MFilm $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*Communication (Thought Transfer), Concept Formation, Conceptual Schemes, Fundamental Concepts, *Information Theory, *Research Design, *Research Methodology, Research Opportunities, Research Utilization, Structural Analysis, *Systems Analysis

There are three general scientific methods for studying the communication process: mechanistic, organic, and systemic. After reviewing the characteristics and research implications of each method, it can be concluded that the systems paradigm is most appropriate to the logic of communication theory. The systems method is defined as a process of establishing direct relationships between logical theories and empirical realities. It permits study of important dimensions of the communication process that are not integral parts of the other methods. The systems paradigm is a viable alternative to other approaches. Further, it is not only possible to study communication processes by this method, it is necessary to do so because of the inherent nature and logic of the processes. Studies using this paradigm can provide new solutions to old problems, make current problems more manageable, and generate new and productive issues for future research. (RN)

ED 088 126 CS 500 615

Smith, Patricia Geraldine

An Empirical Study of the Learning Taking Place in Two Different Classroom Communication Situations.

Pub Date 72

Note—108p.; Ph.D. Dissertation, University of Colorado

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-18,595, MFilm $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—Classroom Techniques, Discussion Groups, *Group Discussion, Group Experience, Learning Characteristics, *Learning Processes, Learning Theories, *Reading Comprehension, *Small Group Instruction, Student Teacher Relationship, *Teaching Techniques

Students who work in small discussion groups will not significantly surpass those who study under teacher direction in terms of mean learning achievement, cognitive operations such as comprehension and application, or acquired learning. This conclusion resulted from a study of learning in two classroom situations, one utilizing teacher-directed communication and the other student-centered communication with small group discussion as a classroom method. Seventh-grade students in ten literature classes, all studying a short unit on mythology, were the subjects. Results of reading comprehension tests suggested that group discussion methods under transitory conditions produce no characteristic effect on learning. Observations during the experiment indicated that learning by the discussion method required more time than the experiment allowed to show any significant differences. Also, those in classroom groups did not produce the results associated with the older people usually studied in small group research. (RN)

ED 088 127 CS 500 616

Parks, Arlie Muller

Partial Course Design: Discussion and Group Dynamics Based on the Briggs Model.

Pub Date 72

Note—77p.; Paper prepared for a course at Florida State University

EDRS Price MF-$0.75 HC-$4.20

Descriptors—*Behavioral Objectives, Communication Skills, *Course Objectives, Curriculum Guides, Discussion Groups, Group Behavior, *Group Discussion, *Group Dynamics, Interaction, Interpersonal Relationship, Problem Solving, Speech Curriculum, Teacher Education, *Undergraduate Study

This curriculum guide outlines a course in discussion for college sophomores or those who have taken a communication fundamentals course. This guide emphasizes the principles of discussion and group dynamics and their applications to groups engaged in information-sharing or problem-solving tasks. The course is divided into two principal units with several behavioral objectives specified for each. Unit 1 includes the basic principles of group dynamics, small group theory, and interaction analysis. Group studies terminology, operational definitions of groups, group characteristics, and leadership characteristics are among the features of this unit. Unit 2 deals largely with preparation and presentation of discussions, including analyses of how group dynamics and interaction theories relate to the practical aspects of discussion assignments and goals. (RN)

ED 088 128 CS 500 617

Brownell, Winifred

Women's Studies: The Role of the Communication Professor.

Pub Date Nov 73

Note—14p.; Paper presented at the Annual Meeting of the Speech Communication Association (59th, New York City, November 8-11, 1973)

EDRS Price MF-$0.75 HC-$1.50

Descriptors—Activism, Communication Skills, Curriculum Development, *Feminism, Group Discussion, Group Experience, Interpersonal Relationship, *Sex Discrimination, Social Action, *Social Attitudes, Social Relations, *Speech Curriculum, Speech Education, *Womens Studies

Identifiers—*Womens Liberation Movement

Many educators in speech communication support the elimination of academic sexism, but relatively few have participated in the necessary curricula revisions. The primary purpose of women's studies is the eventual elimination of sexism in both academia and society. Most women's studies have occurred in rhetoric and public address courses, but current changes promise to broaden the areas. The communication strategies of the women's liberation movement reject standard rhetorical traditions of formal addresses by experts and an elected leadership. The movement instead favors leaderless structure and "consciousness raising" small group discussions. The women's liberation movement in speech communication courses should, however, involve more male participation because courses taught by women, about women, and for women cannot reverse sexist trends in the educational system. (RN)

ED 088 129 CS 500 620

Kennicott, Patrick C., Ed.

Bibliographic Annual in Speech Communication 1973.

Speech Communication Association, New York, N.Y.

Pub Date 74

Note—267p.

Available from—Speech Communication Association, Statler Hilton Hotel, New York, N. Y. 10001 ($8.00)

EDRS Price MF-$0.75 HC-$12.60

Descriptors—*Behavioral Science Research, *Bibliographies, *Communication Skills, Doctoral Theses, Literature Reviews, Mass Media, Masters Theses, Public Speaking, Research Reviews (Publications), Rhetoric, *Speech Skills, *Theater Arts

Identifiers—Mass Communication, Stagecraft

This volume contains five subject bibliographies for 1972, and two lists of these and dissertations. The bibliographies are "Studies in Mass Communication," "Behavioral Studies in Communication," "Rhetoric and Public Address," "Oral Interpretation," and "Theatrical Craftsmanship." Abstracts of many of the doctoral disertations produced in 1972 in speech communication are arranged by subject. Also included in a listing by university of titles and authors of all reported masters theses and doctoral dissertations completed in 1972 in the field. (CH)

ED 088 130 CS 500 621

Markham, David

Instructional Technology in the Liberal Arts Curriculum.

Pub Date Jul 73

Note—4p.; Paper prepared for the Summer Conference of the Speech Communication Association (Chicago, July 1973)

EDRS Price MF-$0.75 HC-$1.50

Descriptors—Behavioral Objectives, Communication Skills, *Curriculum Development, *Educational Objectives, Educational Theories, Instructional Design, *Instructional Technology, *Liberal Arts, Persuasive Discourse, *Speech Curriculum, Speech Instruction, Teaching Techniques

Instructional technology involves the use of devices or systematic patterns of thought to influence behavioral patterns in educational situations. Technology by its nature requires uniform responses which, in liberal arts program in communications, demand certain preconditions. First, the human communication discipline must obtain pertinent questions from instructional technolgoy that pertain directly to the relationships between communication methods and affective behavioral results. Instructional technology must also be interactive so that students' questions and statements can be related to the technological devices. In addition, liberal arts instructional methodology must provoke an understanding and criticism of the socio-political environment and allow students some degree of reflective distance from specific topics (as provided in writing assignments or analyses of film, video, and audio recordings). A proper application of technologies to a liberal arts program can assist in the education of students in effective discourse, persuasion, and interpersonal communication. (RN)

ED 088 131 CS 500 622

Owen, Gordon R. And Others

Fundamentals of Speech--Or of Communication--Or of Both?

Pub Date 73

Note—10p.; Unpublished report of work done in conjunction with a New Mexico State University grant to improve instruction

EDRS Price MF-$0.75 HC-$1.50

Descriptors—*Communication (Thought Transfer), *Curriculum Design, *Educational Research, *Educational Strategies, Effective Teaching, Evaluation, Instructional Innovation, Methods Courses, *Speech Curriculum, Speech Education, Video Tape Recordings

One hundred colleges and universities, located primarily in the Southwest, were surveyed regarding their beginning speech communication courses. The responses, 30 department syllabi and 72 completed questionnaires, tended to confirm the

common speculation that both departmental titles and beginning course content are shifting toward a communication orientation. Although considerable usage of lecture-lab and peer-group approaches to course structure was evidenced, these approaches were not used in a majority of departments. A majority of departments do, however, depend upon full-time faculty to teach at least a portion of their beginning courses, and the majority reported class sizes averaging 25 or less and required written exams, outlines, and speech analyses. Brooks' and Keltner's texts tied for most popular in beginning courses, although 41 other texts were mentioned. Most responding departments reported that video taping enhanced the effectiveness of their courses and anticipated expanded use of it in the future. (EE)

ED 088 132 CS 500 624
Cirino, Robert
Bias in the Mass Media.
Pub Date Nov 73
Note—9p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (63rd, Philadelphia, November 22-24, 1973)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Bias, Communication (Thought Transfer), Content Analysis, *Mass Media, News Media, *Nonverbal Communication, Persuasive Discourse, *Propaganda, Publicize, *Teacher Responsibility

Non-language elements of bias in mass media--such as images, sounds, tones of voices, inflection, and facial expressions--are invariably integrated with the choice of language. Further, they have an emotional impact that is often greater than that of language. It is essential that the teacher of English deal with this non-language bias since it is his job to help students develop the capacity to analyze, understand, and use the media through which society communicates. It is essential that the teacher allow the student to be placed in the position of making some hypothetical decisions that will result in a biased picture; that he encourage participation in the kinds of activities that will develop a student's ability to use the non-language elements of mass media in communicating a message or describing people and events; that he request the student to compare and analyze his own decisions and those of other students who participated in the above activities; and that he encourage the student to critically analyze cases, patterns, and possible effects of photograph selection by the mass media. In this way the student can be made to realize that equal competition among contrasting viewpoints is society's most effective way of exposing and reducing the dishonest use of bias. (HOD)

ED 088 133 CS 500 628
Wheeless, Lawrence R.
The Relationship of Course Attitudes, Instructor Credibility, Attraction, and Homophily to Immediate Recall and Student-Instructor Interaction.
Pub Date Nov 73
Note—9p.; Paper presented at the Annual Meeting of the Speech Communication Association (59th, New York City, November 8-11, 1973)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Attitudes, Courses, Grade Point Average, Grouping (Instructional Purposes), Information Seeking, Interaction, *Learning Activities, Learning Motivation, *Memory, Opinions, *Student Teacher Relationship, *Teacher Role
Identifiers—*Credibility

This study tested the relationships among attitudes toward a course, instructor credibility, attraction, homophily, immediate recall, and student-teacher interaction. The major question explored how much variance of immediate recall and student-teacher interaction is attributable to course attitudes and instructor valence. Student grade point averages were used as a control. Two propositions were tested: (1) that dimensions of course attitudes, instructor credibility, attraction, and homophily are significantly related to immediate recall, and (2) that dimensions of course attitude, instructor credibility, attraction, and homophily are significantly related to student-teacher interaction. Involvement, competence, homophily, task attraction, and grade point averages were positively related to recall; social attraction was negatively related. Out-of-class information-seeking interaction between student and teacher was found to be positively related to involvement, character, extroversion, and social attraction, but negatively related to importance, competence, and homophily. (Author/CH)

ED 088 134 CS 500 630
Cockriel, Irvin W. Kline, John A.
Sociometric Choice as a Determinant of Satisfaction and Problem Solving Success in Discussion Groups.
Pub Date Apr 74
Note—14p.; Paper presented at the Annual Meeting of the Central States Speech Association (Milwaukee, April, 1974)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Attitudes, Communication (Thought Transfer), *Discussion Groups, Group Dynamics, *Group Relations, Interaction, Negative Attitudes, *Participant Satisfaction, Positive Reinforcement, *Problem Solving, Sociometric Techniques, Speech Education
Identifiers—*Small Group Interaction

This study determined the effects of assigning students from speech classes to one of 14 positive sociometrically determined groups, 14 negative sociometrically determined groups, or 14 randomly determined groups upon individuals' satisfaction with the group and the time needed to solve a specific test problem. All significant differences among the five- and six-person groups showed that individuals in positively oriented groups were more satisfied after solving the problem than those from negatively oriented or randomly assigned groups. Observed differences showed that individuals from random groups were more satisfied than individuals from negative groups. This study indicated that positive sociometric assignment of individuals to problem solving groups produces increased satisfaction. (Author)

ED 088 135 CS 500 631
Kinzer, Harold James
Effects of Cognitive Compatibility on Communicative Accuracy.
Pub Date 72
Note—156p.; Ph.D. Dissertation, The Ohio State University
Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-11,516, MFilm $4.00, Xerography $10.00)
Document Not Available from EDRS.
Descriptors—Association (Psychological), *Cognitive Processes, *Communication (Thought Transfer), Communication Skills, *Information Theory, Interaction, *Interpersonal Relationship, Nonverbal Communication, Pictorial Stimuli, Research Methodology, *Semantic Differential
Identifiers—*Unfolding Technique

If individuals who react to a variety of phenomena tend to have compatible cognitive dimensions, then development of similar meanings and responses among individuduals is facilitated. A study of compatibilities and communication responses utilized two metnods of analysis: the "unfolding technique" of scales whereby subjects rank-ordered visual stimuli, and a method in which ratings of the stimuli on semantic differential scales were compared. Communicator subjects viewed photographs of unknown individuals and either wrote prose messages or responded to scales comparing personalities of selected individuals based only on their photographs. Other subjects viewed the results and attempted to identify those photographs that were evaluated. Cognitive compatibility derived by the "unfolding technique" seemed to facilitate communication, but that derived by the semantic differential scales did not. There is little relationship between the one method and the other in identifying compatibility. (RN)

ED 088 136 CS 500 633
Zettl, Herbert
New Directions in Mass Communication Research.
Pub Date Nov 73
Note—14p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Albuquerque, November, 1973)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Communication (Thought Transfer), Content Analysis, Existentialism, *Mass Media, *Media Research, Perception, Research Criteria, Research Design, *Research Methodology, *Research Needs, *Research Opportunities, Research Utilization, Semiotics, Structural Analysis, Television Research

The current state of disarray in mass communication research can be cleared up by the orderly application of more careful media research procedures. Semiotics and structural analysis promise some advances in media studies, but these methods are limited when applied to peculiar qualities of time in film and television. A more fruitful approach includes a consideration of existential and experiential media phenomena. If existential phenomena (light, space, time, motion, and sound) are juxtaposed with the experiential (the instantaneousness and irrevocability of "media moments," the irreducibility of experience, and media event context), it is possible to begin to make deeper, meaningful observations about the basic theory of various forms of media. The details of this approach remain to be developed. (CH)

ED 088 137 CS 500 634
Deetz, Stanley
What is Hermeneutics? An Exploration into the Nature of Interpretation and Understanding.
Pub Date Apr 74
Note—32p.; Paper presented to the Annual Meeting of the Central States Speech Association (Milwaukee, April, 1974)
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*Behavioral Science Research, *Divergent Thinking, Existentialism, *Interpretive Skills, Philosophy, *Problem Solving, Psychological Studies, *Research Needs, Sociology
Identifiers—*Hermeneutics

The creative and accurate interpretation of phenomena is central to achieving an understanding of the world and our fellow man. However, the process of interpretation is little understood by behavioral scientists and educators. Hermeneutics promises greater insight into the nature of interpretation of phenomena since the foundation of a hermeneutic stance transfers the point of attention in analytic tasks from causal, psychological explanations of behavior to a position which keeps clear an understanding of the existential nature of the self within social environments. Research into interpretive understanding must adopt such a hermeneutic stance in order to expand current conceptions of human psychology. (CH)

ED 088 138 CS 500 638
Brownell, Winifred
The Relationship of Sex, Social Class and Verbal Planning to the Disfluencies Produced by Nonstuttering Preschool Children.
Pub Date Nov 73
Note—41p.; Paper presented at the Annual Meeting of the Speech Communication Association (59th, New York City, November 8-11, 1973)
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*Articulation (Speech), Child Language, Communication (Thought Transfer), Communication Skills, *Language Fluency, Oral Communication, *Preschool Children, *Speech Habits, *Speech Skills, Verbal Ability, Verbal Development
Identifiers—*Disfluencies

Irregularities in oral fluency, or "disfluencies," are common in the speech habits of both children and adults. Disfluencies can take the form of hesitations, revisions, repetitions, or interjections. Most disfluenceies do not occur at random, but are directly linked to other factors such as verbal planning--the combination of decisions a speaker must make during the communication process--word choice, grammatical structure, and the level of abstraction, or "ideation level," whereby statements are classified as a simple enumeration of objects, a verbalized description of objects, or an interpretive conclusion. Forty preschool children were asked to describe what they saw in a series of photographs, and their responses were analyzed on ideation levels. Results indicated that verbal planning is directly related to the frequency of speech disfluencies and that more disfluencies occurred at the descriptive level than at the interpretive level. Differences at the enumerative level were not significant. Differences between males and females or middle class and lower class children were not significant, although middle class males produced more disfluencies than middle class females. (RN)

EA

ED 088 139 EA 005 616

Barraclough, Terry

Employment Contracts for Secondary School Administrators. Report on Educational Practice, Number Two.

National Association of Secondary School Principals, Washington, D.C.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No—BR-8-0353

Pub Date 74

Contract—OEC-0-8-080353-3514

Note—26p.

Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091 ($2.00, Quantity Discounts)

EDRS Price MF-$0.75 HC-$1.85

Descriptors—*Administrative Personnel, *Contracts, Educational Administration, Employer Employee Relationship, Employment Practices, Fringe Benefits, *Guidelines, Leave of Absence, *Models, National Surveys, Personnel Policy, Principals, Salaries, *Secondary Schools

Identifiers—*Employment Contracts, Secondary School Administrators

This special report was compiled from data supplied by the National Association of Secondary School Principals. The report represents the combined efforts of NASSP and the ERIC Clearinghouse on Educational Management to ascertain trends in secondary administrator contracts. The author has included several contracts as samples of current trends; and defines terms, analyzes 69 contracts individually, draws conclusions from the analyses, and suggests some guidelines for contract development. (Author)

ED 088 140 EA 005 763

Rosenau, Fred And Others

Utilization of NIE Output.

Far West Lab. for Educational Research and Development, Berkeley, Calif.

Pub Date May 71

Note—27p.

EDRS Price MF-$0.75 HC-$1.85

Descriptors—Archives, Cost Effectiveness, Educational Change, *Educational Development, *Educational Research, *Federal Programs, Information Dissemination, Information Utilization, *Instructional Materials, Motivation, Planning, *Research Utilization

Identifiers—*National Institute of Education, NIE, NIE Archives

Some of the problems preventing maximum utilization of new research knowledge and products are discussed. A proposed strategy for production, distribution, installation, and utilization includes (1) financing and managing the production of the final product form; (2) selecting strategies for increasing product awareness and user motivation; (3) choosing distribution arrangements and agents; and (4) providing for installation, service, and monitoring. The functions of the development-dissemination-utilization process are described. Four alternative models of relationships between the National Institute of Education (NIE) utilization staff and agents outside NIE are discussed. The documents concludes with guidelines for utilization, such as (1) NIE should avoid building an extensive permanent, centralized utilization staff of its own; (2) where possible, NIE should employ the services of outside agencies; however (3) outside agents should not be used when they will push the costs of NIE products above a price that users can pay. (Author/MLF)

ED 088 141 EA 005 764

O'Keefe, Kathleen

Summary of Responses to the Preliminary NIE Plan.

National Inst. of Education (DHEW), Washington, D.C. Planning Unit.

Pub Date Oct 71

Note—146p.

EDRS Price MF-$0.75 HC-$6.60

Descriptors—*Administrative Organization, Archives, *Educational Development, Educational Objectives, *Educational Planning, *Educational Research, National Surveys, *Research Utilization

Identifiers—*National Institute of Education, NIE, NIE Archives

The preliminary plan for the National Institute of Education (NIE) was sent to 492 persons in the field of education in order to elicit reaction to the plan. This document summarizes the 171 replies received by the NIE planning group, according to the categories of concerns raised by respondents. Editorial comments are included, as well as issues where a firm decision had been reached in order to reflect the thoughts and feelings of the educational field should these issues be reconsidered at some point in the future. In addition, a summary of responses is provided for each major interest or occupation area represented, such as educational researchers and school board members to determine any major differences between areas and to make data available regarding the particular concerns of such groups. The major issues of concern as summarized from all the replies resolve around the structure of NIE--its organization and its relationship to existing agencies and the director and staff. Concerns regarding the substantive plans for NIE center on educational research, the linkage of research and development with practice, the objectives of NIE, and the education of educational personnel. Those issues receiving little attention were the evaluation of NIE itself, curriculum, comparative education, higher education, foundations of education, and the transition from NCERD to NIE. (Author)

ED 088 142 EA 005 765

Lieberman, Arnold And Others

National Institute of Education: Methods for Managing Programmatic Research and Development. A Working Note.

Rand Corp., Santa Monica, Calif.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Report No—WN-7678-HEW

Pub Date Nov 71

Note—110p.; Related documents are EA 005 766, 768, 774, and 785

EDRS Price MF-$0.75 HC-$5.40

Descriptors—Agencies, Archives, Educational Research, *Federal Government, *Federal Programs, *Management, Models, *Organization, Program Descriptions, Research, *Research and Development Centers, Research Directors, Research Methodology

Identifiers—*National Institute of Education, NIE, NIE Archives, Research and Development

This work has been done as part of the effort to plan the National Institute of Education (NIE). The report, one of a series, describes four different management systems used by the Goddard Space Flight Center of NASA, the National Cancer Institute of the National Institutes of Health, and the U.S. Air Force in managing programmatic research and development. Programmatic R&D is defined as activity undertaken to accomplish a specific objective relating to a particular problem. For each agency, the authors present the steps actually taken by managers and researchers in managing research activity, the organization of the agency, and a paradigm that models the essential steps in the R&D management process. Additionally, the document provides an outline of the principles of quantitative models applicable for part of the management process. (Pages 15, 19, 33, 36, and 52 may reproduce poorly.) (Author/DN)

ED 088 143 EA 005 766

Wirt, John And Others

National Institute of Education: Methods for Managing Fundamental Research. A Working Note.

Rand Corp., Santa Monica, Calif.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Report No—WN-7676-HEW

Pub Date Nov 71

Note—68p.; Related documents are EA 005 765, 768, 774, and 785

EDRS Price MF-$0.75 HC-$3.15

Descriptors—Agencies, Archives, Educational Research, *Federal Government, *Federal Programs, *Management, Models, *Organization, Program Descriptions, Research, *Research and Development Centers, Research Directors, Research Methodology

Identifiers—*National Institute of Education, NIE, NIE Archives, Research and Development

This work has been done as part of the effort to plan the National Institute of Education (NIE). The report, one of a series, describes four different methods used by three Federal agencies--the National Institutes of Health, the National Science Foundation, and the Office of Naval Research--in managing fundamental research. Fundamental research is defined as activity undertaken to add to a store of knowledge about basic processes. Separate sections describe the dual panel, single panel, mail, and "no" review methods used by the agencies. Each section overviews and summarizes the method and examines the supporting activities and organization of the research agency involved. (Author/DN)

ED 088 144 EA 005 767

Haggart, Sue A.

Considerations in Planning and Managing Performance Contracting for Education. A Working Note.

Rand Corp., Santa Monica, Calif.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Report No—HEW-OS-70-156; WN-7682-HEW

Pub Date Nov 71

Note—217p.; Related documents are ED 056 247-252

EDRS Price MF-$0.75 HC-$10.20

Descriptors—Archives, *Educational Development, *Educational Planning, *Educational Research, Guides, *Management, *Performance Contracts, School Districts, State Departments of Education, Surveys

Identifiers—*National Institute of Education, NIE, NIE Archives

This document discusses some of the more important management skills and procedures needed for the design, implementation, and operation of performance contracting programs for education; and explores the match between the needed and the currently available management skills and procedures in school district management. The management practices used in 20 geographically-distant sites that were involved in over 30 performance contracting programs were surveyed. This direct data source, in conjunction with the Rand experience in the field of analysis for educational planning and resource management, provides the base for the substance of this report. Three major management considerations are identified: (1) planning the performance contracting program, (2) organizing to effectively manage the operation of the program, and (3) developing the capability to evaluate the results of the program in terms of its comparative cost and effectiveness. The paper includes a summary description of the experiences in several districts and a discussion of the role of three State departments of education. A planning guide put out by a fourth State department of education is also discussed. (Pages B49-69 and C14-28 may reproduce poorly.) (Author/JF)

ED 088 145 EA 005 768

Levien, Robert And Others

National Institute of Education: Organizational and Managerial Alternatives. A Working Note.

Rand Corp., Santa Monica, Calif.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Report No—WN-7679-HEW

Pub Date Nov 71

Note—113p.; Related documents are EA 005 765, 766, 774, and 785

EDRS Price MF-$0.75 HC-$5.40

Descriptors—*Administrative Organization, Agencies, Archives, Educational Development, *Educational Research, *Federal Government, *Management, *Organization, Organizational Development, Program Development, Program Evaluation, Program Planning, Research

Identifiers—*National Institute of Education, NIE, NIE Archives, Research and Development

This work has been done as part of the effort to plan the National Institute of Education (NIE). The report, one of a series, describes the alternatives that must be considered in deciding the organization and management of a new Federal agency to conduct and support research and development. The alternatives examined are also germane to the design, or redesign, of an R&D agency anywhere in the government, since the alternatives presented are derived from the practices of nine existing Federal R&D agencies. The document considers seven critical organizational decisions that must be made in defining the or-

ganization of a Federal R&D institution. These deal with the major features of the organizational form; the organization of support, conduct, and administration services in R&D; the hiring of personnel; and the organization of advisory councils. The report concludes by examining six decisions that must be made in defining the management "-style" of a Federal R&D institution. These decisions deal with the major features of managerial style; the methods of budget allocations; the manner of conducting program planning, development, and evaluation; and the management of institutional development. (Author/DN)

ED 088 146 EA 005 769
Singell, Larry D.
The Problem of Obtaining and Using Resources in Education: Some Proposed Programs for Purposive Change.
National Inst. of Education (DHEW), Washington, D.C. Planning Unit.
Pub Date 1 Dec 71
Note—142p.
EDRS Price MF-$0.75 HC-$6.60
Descriptors—Archives, Community Control, *Educational Development, *Educational Finance, *Educational Research, Elementary Schools, Equal Education, Higher Education, Information Systems, *Planning, *Resource Allocations, Secondary Schools, Statistical Data, Student Loan Programs, Taxes, Voting
Identifiers—*National Institute of Education, NIE, NIE Archives
The authors first present their views on directions for change. They see the desirable direction for change involving a significant expansion of the Federal financing of education; decentralization of the administration and control of schools; and the creation of centers for education research, training, innovation, and information on a regional basis. The authors examine the causes of the current crises in education and then submit proposals which are generated out of this analysis. The main proposals are (1) income tax deductions as an incentive system for more equal educational opportunity; (2) an experiment in voting methods designed to improve the level and composition of resources in education; (3) the improvement of public control over resource allocation in education; (4) the collection, evaluation, and dispersion of education information; and (5) a program for full-costing of higher education. (Author/JF)

ED 088 147 EA 005 770
Hayman, John L., Jr.
Management Information Issues and Needs in the National Institute of Education.
Pennsylvania State Univ., University Park. Coll. of Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Planning Unit.
Pub Date Dec 71
Grant—OEG-0-71-3636(515)
Note—67p.
EDRS Price MF-$0.75 HC-$3.15
Descriptors—Accounting, Agencies, Archives, *Computer Oriented Programs, Data Processing, *Decision Making, Educational Planning, Electronic Data Processing, Federal Government, *Federal Programs, *Information Needs, Information Retrieval, Information Storage, Information Systems, *Management Information Systems, Management Systems, *Planning, Systems Approach
Identifiers—*National Institute of Education, Needs Assessment, NIE, NIE Archives
A major concern in planning for and beginning the operation of the National Institute of Education is the organization's management information system (MIS). The kind of MIS needed by NIE is referred to in the literature as a "fourth generation" system--one which focuses on the decision process and which is developed in terms of maximum usefulness in management decision and control. At this stage in NIE planning, a number of general information needs can be identified. The most difficult to supply are those related to support of goal and priority setting and policy determination at the top management levels. Other clear needs relate to descriptive capability and the development of components for providing state-of-the-art information and for keeping track of ongoing programmatic efforts. Other modules must produce feedback on organizational operation, financial/accounting information, and data on the resources (other than budgetary) available to NIE. (Author/WM)

ED 088 148 EA 005 771
SRI-EPRC Summary.
Stanford Research Inst., Menlo Park, Calif. Educational Policy Research Center.
Pub Date [72]
Note—5p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Archives, Decentralization, *Educational Change, *Educational Development, Educational Innovation, Educational Objectives, *Educational Research, *Federal Programs, *Futures (of Society), Social Change
Identifiers—*National Institute of Education, NIE, NIE Archives
This summary lists the conclusions drawn from future-oriented inquiry into the societal context of education used to guide the analysis of goals and NIE program alternatives. Areas of concern specifically identified were (1) policy-oriented research on the societal context of education; (2) decentralized approaches to increase the effectiveness of the educational R&D system; (3) multiorganizational coordination; and (4) anticipatory identification of education-related problems. Some developed program alternatives and their supporting rationales are listed. (Author/MLF)

ED 088 149 EA 005 772
Markley, O. W. And Others
A Needs Assessment for Educational R&D.
Stanford Research Inst., Menlo Park, Calif. Educational Policy Research Center.
Pub Date [72]
Note—64p.
EDRS Price MF-$0.75 HC-$3.15
Descriptors—Archives, *Educational Assessment, Educational Development, *Educational Objectives, *Educational Planning, Educational Problems, Educational Research, Elementary Schools, *Futures (of Society), Higher Education, *Needs, Secondary Schools
Identifiers—*National Institute of Education, NIE, NIE Archives
This report presents the results of an effort to translate future-oriented research and other thinking into a structured set of program goals for National Institute of Education (NIE) consideration. A variety of societal trends are presented to illustrate the conclusion that new roles of education and educational R&D are of central importance to the achievement of a desirable future. Educational problems and needs that were culled from a variety of sources are categorized as being either chronic, acute, or adaptive in nature. The reasoning underlying this approach is that while chronic problems need some attention and acute problems seem most demanding, the prevention of problems from becoming acute should be a key consideration in R&D programing. The importance of adaptive problems (the stresses resulting from the rapid rate of change in virtually all sectors of society) is that they offer identifiable areas that have not yet, but that are likely to, become acute without corrective attention. The main body of the report concludes with a set of goals derived from 21 selected problems and an outline of work proposed for the remainder of a 3-month effort. Supporting analyses are presented in several appendixes. (Author)

ED 088 150 EA 005 773
NIE Planning Unit. Interim Report.
National Inst. of Education (DHEW), Washington, D.C. Planning Unit.
Pub Date Jan 72
Note—134p.
EDRS Price MF-$0.75 HC-$6.60
Descriptors—Administrative Organization, Archives, Community Resources, Decision Making, *Educational Development, *Educational Planning, *Educational Research, Education Vouchers, Equal Education, *Productivity, *Programs
Identifiers—*National Institute of Education, NIE, NIE Archives
The general goal of the National Institute of Education (NIE) is to improve practice in all areas of education so that all Americans can benefit from the best education possible. To determine methods for reaching this goal, this report describes NIE's mission, examines possible organizational structures for NIE, discusses suggested alternative programs, and describes the proposed transfer of programs from USOE to NIE. The proposed programs for NIE discussed in this report include adjusting inequities in educational spending, providing education services for poorly served clients, fostering community involvement in education through education vouchers, improving productivity in education, and developing theme schools. (Author/JF)

ED 088 151 EA 005 774
Wirt, John And Others
Organizing for Innovation: Alternative Designs for the American Educational R&D System.
Rand Corp., Santa Monica, Calif.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.
Report No—WN-7793-HEW
Pub Date Feb 72
Note—133p.; Related documents are EA 005 765, 766, 768, and 785
EDRS Price MF-$0.75 HC-$6.60
Descriptors—Agencies, Archives, Decision Making, Education, Educational Assessment, Educational Innovation, *Educational Research, *Federal Government, *Federal Programs, *Interagency Planning, Management, *Organization, Program Planning, Program Proposals
Identifiers—*National Institute of Education, NIE, NIE Archives
This work has been done as part of the effort to plan the National Institute of Education (NIE). The report, one of a series, proposes and analyzes alternative ways of organizing and managing (1) the proposed National Institute of Education, (2) the relationship between NIE and the rest of the Department of Health, Education, and Welfare's educational system, and (3) the connection between R&D and the users of R&D. It examines the functions to be performed by NIE and analyzes alternative methods for managing and performing these functions. The major functions considered here include needs assessment, policy analysis and decisionmaking, research, product practice and improvement, program management, research and development capability-building, and innovation. The discussion is broken into (1) a number of alternative organizational designs for NIE, including all of its management and performance responsibilities except innovation; (2) a number of alternative strategies and a set of methods useful for performing and managing innovation at the local level, including discussion of the federal role; and (3) a number of alternative organizational designs for managing the interface between the NIE and the U.S. Office of Education. (Author/DN)

ED 088 152 EA 005 775
Frye, Charles H.
Management Policy for Institutional Support and Assessment.
National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Div. of Research and Development Resources.
Pub Date 9 Feb 72
Note—52p.
EDRS Price MF-$0.75 HC-$3.15
Descriptors—Archives, Evaluation, Federal Government, *Federal Programs, *Financial Policy, Financial Support, *Management, Planning, Policy, *Policy Formation, Regional Laboratories, Research and Development Centers, Research Projects
Identifiers—*National Institute of Education, NIE, NIE Archives
Funding for the formation and maintenance of 23 research laboratories and centers has, in the past, come from the USOE, administered by one of its units. Legislation is currently pending before Congress that would create a National Institute of Education and transfer some of the responsibilities, including that of funding work in the laboratories and centers, from the USOE to NIE. A new institutional support policy has been devised which selects and systematically arranges existing components, many of which have emerged over time since the first institutions were founded. The objective is to develop decision models, assessment criteria and methods, and monitoring procedures that are appropriate to program objectives and policies and to the institution's achieved maturity. (Author/WM)

ED 088 153 EA 005 777
Markley, O. W. And Others
Future-Oriented Program Alternatives for the National Institute of Education.
Stanford Research Inst., Menlo Park, Calif. Educational Policy Research Center.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Planning Unit.

Report No—SRI-P-6747
Pub Date Apr 72
Contract—OEC-1-7-071013-4274
Note—44p.
EDRS Price MF-$0.75 HC-$1.85
Descriptors—Archives, *Educational Development, *Educational Planning, *Educational Policy, *Educational Research, Elementary Education, *Futures (of Society), Higher Education, Interagency Coordination, Marketing, Programs, Secondary Education
Identifiers—*National Institute of Education, NIE, NIE Archives

This report presents the results of an effort to develop a series of program alternatives for consideration by the National Institute of Education (NIE) that correspond to selected program goals developed and presented in an earlier report. The program alternatives draw heavily on the following conclusions that have emerged from ongoing future-oriented work of the Educational Policy Research Center: (1) continually deepening and accelerating changes in society may be expected. Approaches are needed that will both decentralize the conduct of educational R&D to the extent feasible and educate for flexibility, a high degree of tolerance of differences, and the ability to cope with varied cultural norms; (2) the anticipation of "adaptive" problems that have not yet become acute is a necessary part of R&D planning, given the long lead-time required before R&D products become mature; (3) many of the most critical problems of education and society are systemic in nature, hence may well be intractable by conventional piecemeal or centralized "top-down" approaches involving only one sector of society; and (4) coordinated public-private and multiagency approaches are therefore likely to be increasingly necessary. The report focuses on the development of research programs in the societal context of education; increasing the effectiveness of the educational R&D system; multiorganizational coordination; and anticipatory identification of education-related problems. (Author)

ED 088 154 EA 005 778
Havelock, Ronald G.
A Utilization Strategy for the National Institute of Education.
Pub Date Apr 72
Note—12p.; Speech given before American Educational Research Association Annual Meeting (56th, Chicago, Illinois, April 2-7, 1972)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Archives, *Communication Problems, *Educational Development, *Educational Research, *Planning, *Research Utilization, Speeches
Identifiers—*National Institute of Education, NIE, NIE Archives

Researchers neither are now, nor can they become the sole arbiters of educational change. In order for National Institute of Education (NIE) to effect change, there must be a true dialogue. In other words, the research users, parents, students, teachers, and school officials must have a chance to give NIE their ideas. While the author believes that NIE planners are committed to utilization in some sense, he is concerned that there is no coherent plan for actualizing this commitment. Although no master plan is submitted, some principles that such a plan should incorporate are proposed. (Author/JF)

ED 088 155 EA 005 780
Kotler, Philip And Others
The Role of Marketing in a National Institute of Education. Preliminary Report of a Planning Conference, April 2-3, 1972. (Final).
National Inst. of Education (DHEW), Washington, D.C. Planning Unit.
Pub Date 11 Apr 72
Note—40p.
EDRS Price MF-$0.75 HC-$1.85
Descriptors—Archives, *Educational Development, *Educational Planning, Educational Research, Information Dissemination, *Innovation, *Marketing, *Research Utilization
Identifiers—*National Institute of Education, NIE, NIE Archives

As a discipline, marketing can offer several things of value to the National Institute of Education (NIE), both with respect to its design function and its dissemination. This report identifies those items that marketing can offer NIE and explains how they could be used. The authors maintain that NIE can profit from marketing's (1) emphasis on understanding the behavioral system of the client and its sophisticated methods of client systems analysis; (2) procedures for testing a product concept to bring it to a state of maximal readiness for dissemination; (3) interest in the development and selection of efficient channels for making a product available to users; (4) procedures for test-marketing products; (5) methods for selecting message, media, and timing to optimize communication effectiveness; and (6) effective organizational arrangements for optimal planning, implementation, and control of programs. (Author/JF)

ED 088 156 EA 005 781
Kooi, Beverly Y. And Others
A Research and Development Agenda for the National Institute of Education. A Report.
National Inst. of Education (DHEW), Washington, D.C. Planning Unit.
Pub Date 15 Apr 72
Note—209p.; A related document is ED 067 517
EDRS Price MF-$0.75 HC-$10.20
Descriptors—Agencies, Archives, Career Education, Community Education, Curriculum Development, Early Childhood Education, *Educational Objectives, Educational Problems, *Educational Research, Federal Government, *Federal Programs, Higher Education, Instructional Staff, Organizational Change, *Program Costs, *Program Descriptions, Research Projects
Identifiers—*National Institute of Education, NIE, NIE Archives, Research and Development

This paper, one of a series of four initial reports, discusses the rationale for each proposed National Institute of Education (NIE) program. It considers the educational goals to be achieved, variables that can be manipulated to reach the goals, the current practice and status of R&D on the variables, new R&D programs that might lead to goal achievement, and NIE management and budget recommendations for programs. The research and development programs are divided into basic research, improvement of current educational practices, activities to build R&D capability, and programs to solve major educational problems. The paper provides a detailed discussion and analysis of broad educational goals that are further divided into learner goals, enabling goals, and system goals. The criteria for selection of new programs for NIE is also presented. The document gives a detailed description of specialty area and comprehensive NIE programs along with an estimated budget allocation for fiscal years 1972 and 1973. The programs described cover such topics as instructional personnel; curriculum; organizational change; planning, management, and evaluation technologies; experimental schools; career education; home-based early education; learner-controlled education; "unbundling" of higher education; and community education agencies. (Author/DN)

ED 088 157 EA 005 782
Raizen, Senta A. And Others
Research and Development in Education: Analysis and Program Development.
National Inst. of Education (DHEW), Washington, D.C. Planning Unit.
Report No—P-102
Bureau No—BR-1-7059
Pub Date Aug 72
Grant—OEG-0-71-3636(515)
Note—171p.; A related document is ED 067 517
EDRS Price MF-$0.75 HC-$7.80
Descriptors—Agencies, Archives, Disadvantaged Youth, Educational Development, *Educational Improvement, *Educational Needs, *Educational Objectives, Educational Quality, Educational Research, Efficiency, Federal Government, *Government Role, *Program Development, Resource Allocations
Identifiers—Equity, *National Institute of Education, NIE, NIE Archives, Research and Development

This report examines in detail the major goals of the National Institute of Education (NIE); i.e., improving (1) the quality of education, (2) education for the disadvantaged, and (3) resource use in education. It first examines the domain of education in the United States, considering the objectives of education and the role of the formal educational system in its relation to all the societal sources of education. Brief presentations are made of the evidence in the most serious areas of failure to meet educational goals. NIE subgoals to help improve the quality of education -- providing a rigorous intellectual challenge, expanding opportunities for students to experience effectual action, reintegrating schooling and "real life", fostering educational diversity, and encouraging articulation of the goals and process of education -- are then defined and examined. Examined next are NIE subgoals for acquiring more authentic knowledge of the poor child; adapting educational practices to the realities of home, community and peer interactions; and responding to heightened awareness of educational deficiencies. Problems involved in attempting to improve resource use in education are examined according to internal efficiency, external efficiency, and distributional equity. The document briefly examines some constraints and limitations to R&D in education and suggests several strategies for overcoming them. In conclusion, the suggested program initiatives are summarized in terms of the educational goals they address. A 15-page bibliography is included. (Author/DN)

ED 088 158 EA 005 783
Silberman, Harry F.
Transfer of R&D Projects to NIE: Recommendations to Commissioner of Education.
National Inst. of Education (DHEW), Washington, D.C. Planning Unit.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.
Pub Date 19 May 72
Note—177p.
EDRS Price MF-$0.75 HC-$9.00
Descriptors—Agencies, Archives, *Educational Research, Federal Government, *Federal Programs, Organization, *Program Administration, *Program Coordination, Program Costs, *Research Projects
Identifiers—*National Institute of Education, NIE, NIE Archives

This report contains the National Institute of Education (NIE) Planning Unit's recommendations for transfer of U.S. Office of Education (USOE) funded R&D projects to NIE upon its effective date of operation. The report recommends that candidates for transfer should generally be ongoing projects monitored in programs scheduled for NIE transfer and ongoing basic research projects in the Bureau of the Handicapped and Libraries and Educational Technology. The document lists six criteria to be used as a rationale for designating project transfers and identifies those projects for which NIE is prepared to accept responsibility. Four appendixes list fiscal year 1970-71 and 1972 USOE R&D projects recommended and not recommended for transfer to NIE. Projects are identified by contract/grant number and by project title and responsible institution. Information as to the level of funding for each fiscal year and the project and performance ending date is also provided for each project. (Author/DN)

ED 088 159 EA 005 784
Kooi, Beverly Y.
Program Planning for the National Institute of Education: A Summary of Four R&D Analyses. Second Version.
National Inst. of Education (DHEW), Washington, D.C. Planning Unit.
Pub Date 30 May 72
Note—28p.
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*Agency Role, Archives, Educational Objectives, Educational Problems, *Educational Research, Evaluation Criteria, *Federal Government, Federal Programs, *Program Planning, *Program Proposals
Identifiers—*National Institute of Education, NIE, NIE Archives

This paper reviews analyses undertaken by four separate persons to examine the problems and goals of education and to suggest program priorities for the initial years of the National Institute of Education. The document describes the consensus concerning goals and the manner in which the different analyses move from goals to a list of programs. The author then integrates suggestions from the separate papers to present a single list of program areas. The final section describes the need for more exploration in each area before programs are actually designated and lists criteria for final program selection. (Author/DN)

ED 088 160 EA 005 785
Lieberman, A. J. Wirt, J. G.
A Management Plan for the Basic Research Division of the Proposed National Institute of Education.
Rand Corp., Santa Monica, Calif.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.
Report No—WN-7863-HEW
Pub Date Jun 72
Note—32p.; Related documents are EA 005 765, 766, 768, and 774
EDRS Price MF-$0.75 HC-$1.85
Descriptors—Agencies, Archives, *Educational Research, Evaluation Criteria, Evaluation Methods, *Federal Government, *Federal Programs, *Management Systems, Organization, Program Administration, Program Development, Program Evaluation, Program Planning, Program Proposals, Research
Identifiers—*National Institute of Education, NIE, NIE Archives, Research and Development
This work has been done as part of the effort to plan the National Institute of Education (NIE). The report, one of a series, describes a management plan recommended for the Basic Research Division of the proposed National Institute of Education. The plan was developed following a survey of management practices in a number of federal agencies supporting basic research activity, and incorporates many of the lessons learned through experience with a variety of management policies and practices. The report presents an overview of recommended management activity, the underlying choices that were made in the development of the management plan, and the alternative choices that would have resulted in alternative plans. Also provided is an evaluation of the recommended management plan based on criteria relevant to the quality of the supported R&D and the effectiveness of the management procedures related to required management skills, cost, time, and the ability to attract a supportive constituency. (Author/DN)

ED 088 161 EA 005 786
Kirk, Irwin
Administrative Management in NIE. A Report.
National Inst. of Education (DHEW), Washington, D.C. Planning Unit.
Pub Date 20 Jun 72
Note—46p.
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*Administrative Policy, Archives, Budgets, Contracts, *Educational Development, *Educational Planning, *Educational Research, Grants, *Management, Personnel Management, Research Proposals
Identifiers—*National Institute of Education, NIE, NIE Archives
The purpose of this report is to recommend certain administrative management policies and procedures for the National Institute of Education (NIE). Administrative management activities for NIE are personnel, budget, finance, general services, contracts and grants, and overall administrative management. Management information is included in this list of activities, especially where the information or data are derived from administrative sources, such as the finance or personnel systems. In this report, administrative management activities are described in terms of (1) the policies governing NIE as a federal agency, (2) the management policies recommended for NIE, (3) the operational procedures recommended for NIE, and (4) the management and program decision process of NIE as an agency. The report identifies documents and issuances that are to be developed for actual use by NIE as an agency, but which are not appropriate for inclusion in this report. Examples of such data are the document flow of personnel actions, travel orders, and contracts; a staffing pattern; the Common Accounting Number structure (CAN book) to be used for NIE accounting; and the allotment of funds (both program and administrative) for NIE operation during FY 1973. The objective of these administrative management measures is to provide an appropriate management structure for the NIE director and his managers to use as an instrument, effective July 1, 1972, to develop NIE into a fully operative agency; to fashion the FY 1973 program of R&D funding; and to execute that program. (Author)

ED 088 162 EA 005 787
Silberman, Harry F.
NIE Planning Status, July 1972.
National Inst. of Education (DHEW), Washington, D.C.
Pub Date Jul 72
Note—37p.
EDRS Price MF-$0.75 HC-$1.85
Descriptors—Agencies, Archives, Educational Development, Educational Experiments, Educational Problems, *Educational Programs, *Educational Research, Federal Government, *Federal Programs, *Organization, *Program Descriptions, Program Planning
Identifiers—*National Institute of Education, NIE, NIE Archives
This paper summarizes the current status of the National Institute of Education (NIE) plans for programs and organization as of the beginning of the 1973 fiscal year. The author considers the purpose of NIE as outlined in the NIE enabling legislation, lists the goals of education, and examines the problems that arise in trying to achieve those goals. Abstracts of specific NIE programs to address educational problems are presented in the areas of information collection and analysis, resource development, educational systems, and directed programs. Some of the programs are described, including home-based education, employer-based education, community participation, post-secondary education, student self direction, increasing the productivity of education, developing new measures for education, and research and development on the implementation of successful NIE programs. The document concludes with a chart and a description of the NIE organizational structure. The functions of the major organizational components are described. (Author/DN)

ED 088 163 EA 005 788
Wirt, John
Alternative Designs for the National Institute of Education.
Rand Corp., Santa Monica, Calif.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.
Report No—WN-7793-HEW
Pub Date Aug 72
Note—142p.
EDRS Price MF-$0.75 HC-$6.60
Descriptors—*Administrative Organization, Archives, *Educational Development, Educational Objectives, *Educational Planning, *Educational Research, *Management
Identifiers—*National Institute of Education, NIE, NIE Archives
During the National Institute of Education's (NIE) early years of growth, the director and his staff will be making many choices that will determine the NIE's organizational and managerial form and, inseparably, shape its effect on education. The purpose of this Working Note is to present a number of different strategies for the NIE that its managers can use as alternatives in making these choices. In presenting these strategies the authors first discuss some basic elements concerning organizational and managerial design and some of the most attractive combinations of these elements. Each of these combinations is called a strategy for the NIE. To add concreteness, each strategy is used to generate a fully detailed model of management procedure and organization for the NIE. The models are not intended as blueprints for implementation in a sequence of formally outlined steps, but rather as concrete examplars of the alternative strategies proposed for organizing and managing educational R&D. An extensive bibliography is provided. (Author)

ED 088 164 EA 005 789
Mervine, Kay Sproull, Lee
Proposed Initiatives in Educational R&D.
Rand Corp., Santa Monica, Calif.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.
Report No—WN-7969-CC
Pub Date Oct 72
Note—109p.
EDRS Price MF-$0.75 HC-$5.40
Descriptors—Abstracts, Adult Education, Archives, Early Childhood Education, Educational Development, Educational Innovation, *Educational Planning, *Educational Research, Elementary Education, Federal Government, *Federal Programs, Government Role, Pilot Projects, Post Secondary Education, Program Planning, *Program Proposals, Research Projects, Secondary Education
Identifiers—*National Institute of Education, NIE, NIE Archives, Research and Development
This document presents a compilation of suggested research and development initiatives abstracted from current educational R&D planning and policy documents. The objectives is to create a reasonably thorough picture of the current state of proposed possibilities and priorities in educational R&D. Each initiative abstract includes, whenever possible, an indication of the origin of the idea, hypotheses, or underlying assumptions; suggested approach and scope in dollars; time and personnel; and expected outcomes. The abstracts have been organized into six sections that (1) review initiatives addressed to early childhood through adult and post-secondary education; (2) summarize initiatives addressed to the overall education system; (3) review documents on new dissemination procedures and R&D strategies; (4) cover documents dealing with initiatives directed to the R&D system in general; (5) review initiatives directed to sociology, economics, history, philosophy, and psychology; and (6) address R&D issues raised at the congressional hearings to create a National Institute of Education. (Author/DN)

ED 088 165 EA 005 891
Glennan, Thomas K., Jr.
Testimony of Thomas K. Glennan, Jr., Director, National Institute of Education Before the Labor-Health, Education, and Welfare Subcommittee of the House Committee on Appropriations in Support of an FY 1974 Supplemental Appropriation.
Pub Date 27 Feb 74
Note—26p.
EDRS Price MF-$0.75 HC-$1.85
Descriptors—Archives, Budgets, Educational Development, *Educational Finance, Educational Research, Federal Aid, *Federal Programs, *Financial Needs, Financial Policy, *Program Budgeting, *Program Effectiveness, Research Utilization
Identifiers—*National Institute of Education, NIE, NIE Archives
The National Institute of Education is requesting a $25 million supplemental appropriation for the current fiscal year. Of this request, $16,250,000 would be expended to honor prior government commitments to ongoing programs. These commitments are primarily the projects being conducted at the regional educational laboratories and research and development centers. The remaining $8,750,000 would be allocated to new projects under the general headings of education and work, State and local problem-solving, diversity, research, and dissemination. The funding of these new projects is essential if NIE is to retain its credibility in moving to address critical problems in American education. (WM)

ED 088 166 80 EA 005 898
Brown, Dudley E. Hines, Edward R.
State Policy Making for the Public Schools of Wisconsin.
Ohio State Univ., Columbus. Educational Governance Project.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Feb 74
Note—103p.; Related documents are EA 005 798-799, EA 005 833-834, EA 005 875-876, and EA 005 899
EDRS Price MF-$0.75 HC-$5.40
Descriptors—Anti Segregation Programs, Decision Making, Educational Assessment, Educational Finance, *Educational Policy, Elementary Schools, Evaluation, *Financial Policy, Governance, *Policy Formation, Political Influences, Public Schools, Racial Integration, Secondary Schools, *State Departments of Education, State Government, *Statewide Planning, Teacher Certification
Identifiers—Elementary Secondary Education Act Title V, ESEA Title V, Statewide Assessment, *Wisconsin
This report examines Wisconsin's demographic, social, economic, and political characteristics; and focuses in particular on the structural features of education and government at the State level to provide additional understanding of the context of the State policymaking system. Discussed are four issue areas that illustrate the State policy process for public education: school finance, desegregation, teacher certification, and an area of educational program improvement -- the Statewide assessment program of the Wisconsin Department of Public Instruction. An analysis

of the policy roles and relationships is made that draws on background and structural material as well as on the treatment of the issue areas. Generalizations and interpretative statements are then derived from this descriptive material. Finally, some predictive statements are made about emergent policy roles and relationships for State educational governance in Wisconsin. (Author)

ED 088 167 80 EA 005 899
Siegel, Peggy M.
State Policy Making for the Public Schools of Massachusetts.
Ohio State Univ., Columbus. Educational Governance Project.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Feb 74
Grant—OEG-0-73-0499
Note—198p.; Related documents are EA 005 798-799, EA 005 833-834, EA 005 875-876, and EA 005 898
EDRS Price MF-$0.75 HC-$9.00
Descriptors—Administrative Change, Anti Segregation Programs, Decision Making, Educational Finance, *Educational Policy, Elementary Schools, *Governance, Organizational Change, *Policy Formation, Public Schools, Racial Integration, Secondary Schools, *State Departments of Education, *Statewide Planning, Teacher Certification
Identifiers—Elementary Secondary Education Act Title V, ESEA Title V, *Massachusetts
This study of Massachusetts focuses on policymaking for the elementary and secondary schools at the State level. A systems framework is used to illustrate the impact of the governmental structure on and the economic, social and political context of the policies, roles, and relationships within the political process known as Massachusetts government. Issues discussed include school desegregation, reorganization of education at the State level, school finance, and teacher certification. The study describes an educational system of governance influenced by a strained economy and largely dependent on local funding; favored by political pluralism and ethnic heterogeneity; productive of highly politicized issues; and focused on the State legislature as the principal decisionmaker. (Author/WM)

ED 088 168 EA 005 900
Magnuson, Carl A.
Emergency Planning for Oregon Schools.
Oregon State Board of Education, Salem.
Pub Date Apr 72
Note—56p.; Published in cooperation with the Oregon Division of Emergency Services and the Oregon Association of County Civil Defense Directors
Available from—Oregon State Department of Education, 942 Lancaster Drive, N.E., Salem, Oregon 97310 (Free)
EDRS Price MF-$0.75 HC-$3.15
Descriptors—*Administrator Guides, *Civil Defense, Curriculum Development, *Educational Planning, Elementary Schools, *Emergency Programs, Emergency Squad Personnel, Futures (of Society), *Instructional Programs, Safety Education, Secondary Schools
Identifiers—Emergency Planning, *Oregon, Survival Education
Full awareness of individual responsibilities, realization of the seriousness of the problem, and administrative guidance are necessary for a successful school disaster preparedness program. The same kinds of personnel training should not be required in all school systems nor under all conditions. Training would depend, for example, on the geographical location of the school in relation to such possible disasters as floods, seismic sea waves, windstorms, blizzards, and fallout. Nor could any single disaster plan be established for all schools. Therefore, several definite steps are suggested that identify some principal elements to be considered in emergency planning for specific school situations. (Author/WM)

ED 088 169 EA 005 901
Erickson, Kenneth A.
Humaneness. . .Essential for Successful Management.
Oregon School Study Council, Eugene.
Report No—OSSC-Bull-V17-N6
Pub Date Feb 74
Note—23p.; Summary of paper presented at Oregon Association of School Administrators Conference, "The Management Team in Educational Administration," (Seattle, Washington, Fall 1972)
Available from—Oregon School Study Council, 124 College of Education, University of Oregon, Eugene, Oregon 97403 ($1.25)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Administrative Principles, Administrator Characteristics, *Administrator Guides, Decision Making, *Educational Administration, *Employer Employee Relationship, *Humanization, Management, Success Factors, *Teacher Administrator Relationship
Identifiers—Organizational Effectiveness
This booklet describes how managers and administrators can become more humane in their management activities. The publication lists 14 characteristics of humane management and stresses the importance of (1) employer trust of employees, (2) involvement of employees in decisionmaking, and (3) communication between the employer and the employees. (Author/DN)

ED 088 170 EA 005 902
Managing for Student Needs: A Student Centered Management Information System. Final Report.
Azusa Pacific Coll., Azusa, Calif.
Spons Agency—EXXON Education Foundation, New York, N.Y.
Pub Date Jan 74
Note—30p.
EDRS Price MF-$0.75 HC-$1.85
Descriptors—Computer Oriented Programs, Data Bases, Electronic Data Processing, *Higher Education, Information Needs, *Information Systems, Information Utilization, Management Information Systems, *Personnel Data, Student Interests, *Student Needs, Systems Approach, *Systems Development
Identifiers—Azusa Pacific College, SCMIS, *Student Centered Management Information System
This volume represents a nontechnical description of the process of developing the Student Centered Management Information System (SCMIS) for Azusa Pacific College. The SCMIS utilized student-generated input to provide information pertaining to new students, student social interests, and student academic activities. It also reports on survey results regarding such factors as campus morale, professors, resident life experiences, and religious experiences. Additionally, one subsystem models direct instructional costs such as instructors' salaries, support staff wages, departmental supplies, and equipment costs. The SCMIS is designed to operate on an IBM System/3 computer with two disk drives. (Pages 22-26 may reproduce poorly.) (Author)

ED 088 171 EA 005 903
Campbell, Roald F. Newell, L. Jackson
A Study of Professors of Educational Administration: Problems and Prospects of an Applied Academic Field.
Pub Date 73
Note—171p.
Available from—University Council for Educational Administration, 29 West Woodruff Avenue, Columbus, Ohio 43210 ($3.95)
Document Not Available from EDRS.
Descriptors—*Administrator Education, Attitudes, Background, Data Analysis, Data Collection, *Educational Administration, *Higher Education, *Professors, Qualifications, *Research, Role Perception, Tables (Data), Values
Identifiers—*Cosmopolitan Local Orientation, Research Practice Relationship
The quality of the professiorate is the critical determinant of the quality of the knowledge base, preparatory programs, and even practice in the profession of educational administration. The authors hope that this study will lead to a better assessment of the strengths and weaknesses now represented in the professoriate and to the implementation of steps to build on the strengths and to correct the weaknesses. Data are presented on the attitudes, backgrounds, and qualifications of the professors. An examination of the role orientations among faculty attempted to assess the degree of association with personal, professional, and institutional characteristics. A conceptual framework underlying the investigation was an adaptation of the notion of cosmopolitan and local role orientations among college faculty. The adaptation was the inclusion of a hypothesized third orientation among professors of educational administration, an identification with practitioners, and the field of practice. (Authors/WM)

ED 088 172 EA 005 904
James, Hytolia Roberts
Evaluating the Services of Paraprofessional Aides.
Pub Date 1 Jul 73
Note—41p.; Practicum report in partial fulfillment of requirements for National Ed.D. Program for Educational Leaders, Nova University
EDRS Price MF-$0.75 HC-$1.85
Descriptors—Educational Research, *Elementary Schools, *Evaluation, *Inservice Programs, *Paraprofessional School Personnel, *Performance, Personnel Evaluation, Program Evaluation, Questionnaires, School Aides, Services, Teacher Aides
The reported project attempted to determine if formal inservice training improves the performance of paraprofessional aides in the classroom. Ninety-two teachers at four elementary schools examined the administrative, clerical, supervisory, instructional, and housekeeping duties most frequently performed by paraprofessionals and rated them on the effectiveness of their performance by responding to a questionnaire. The results indicate that paraprofessional aides who participate in a formal inservice training program and those who receive incidental on-the-job training basically perform the same kinds of duties, with their performance differing in frequency, variety, and competence. It was further revealed that formal inservice training programs place great emphasis on specific duties, which tends to restrict the aide to tasks within the scope of that training; while incidental on-the-job training programs promote the performance of a greater variety of tasks. The investigation suggests that, to be practical and effective, inservice programs for paraprofessional aides should be designed at the local school level and should involve both the formal and the informal aspects of training. (Author)

ED 088 173 EA 005 905
Beauchamp, George A.
Longitudinal Study in Curriculum Engineering.
Pub Date Apr 74
Note—15p.; Paper presented at American Educational Research Association Annual Meeting (59th, Chicago, Illinois, April 15-19, 1974)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Curriculum Design, *Curriculum Development, Curriculum Evaluation, *Curriculum Planning, Curriculum Research, *Educational Research, Elementary Schools, Speeches, *Systems Approach, *Teacher Attitudes, Teacher Behavior, Teacher Participation
Identifiers—*Curriculum Engineering Systems, Illinois
Reports on a third account of a longitudinal investigation of the effects of the installation of a curriculum engineering system in a suburban Illinois elementary school district. A system of curriculum engineering is explained as involving the organization of all personnel in the school district in the performance of the two primary functions of curriculum planning and curriculum implementation. Independent variables for data analysis consisted of the organized procedures for curriculum planning and implementation functions, the specific actions taken by teacher personnel in execution of the procedures, and leadership actions. The specific objectives of the investigation were to observe the effects of treatments on (1) general teacher attitudes, (2) attitudes of teachers toward participation in a curriculum system, and (3) actual behaviors of teachers as participants in curriculum functions. Analysis of three years' data is discussed in light of the longitudinal design of the study. (Author)

ED 088 174 EA 005 906
Probinsky, Jean
The Implications of the 45-15 Calendar for Changing Family Life Patterns.
Pub Date Apr 74
Note—7p.; Paper presented at American Educational Research Association Annual Meeting (59th, Chicago, Illinois, April 15-19, 1974)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Case Studies, *Educational Research, *Family Attitudes, *Family Life, Middle Schools, *Program Evaluation, School

Calendars, School Schedules, Secondary Schools, Speeches, Surveys, *Year Round Schools
Identifiers—*Plan 45 15
In this speech, the author attempts to determine the effect of the 45-15 calendar on changing family life patterns. Sixty families, whose children had been attending school under the 45-15 plan for two years, were randomly surveyed. The primary conclusion of the interview survey was that parents perceive year-round education to have only a minor impact on the social, religious, economic, family life style, and health activities of their families. The majority of parents polled perceived changes in vacation plans, better education, and increased exuberance of children for school attendance as the greatest products of year-round education. Increased costs for recreational and vacation activities and school clothes, and the boredom of children during the 15-day period off were the greatest negative results perceived. (Variable print shadings may produce poor copy.) (Author)

ED 088 175 EA 005 907
Stephens, W. Richard
Ideosyncratic Variables Related to Curriculum Making in Historical Perspective.
Pub Date Apr 74
Note—6p.; Paper presented at American Educational Research Association Annual Meeting (59th, Chicago, Illinois, April 15-19, 1974)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Curriculum Development, *Educational Change, *Educational Research, *Failure Factors, Speeches, *Success Factors
This paper utilizes a case study approach to identify the ideosyncratic variables related to the success or failure of educational change efforts. Some of the variables discussed include ethnic, economic, religious, and military factors; and national and local problems. Ways of testing generalizations developed in this manner are also proposed. (Author/DN)

ED 088 176 EA 005 908
Klimer, Joycelyn
An Adventure in Enrichment.
Pub Date Jun 73
Note—62p.; Practicum report in partial fulfillment of requirements for National Ed.D. Program for Educational Leaders, Nova University
EDRS Price MF-$0.75 HC-$3.15
Descriptors—Case Studies, Classroom Environment, Elementary Schools, Elementary School Students, *Enrichment Activities, *Enrichment Programs, *Program Descriptions, Program Evaluation, Student Centered Curriculum, *Student Motivation, Volunteers
Staff members at an elementary school in a low-middle socioeconomic area saw the need to generate new enthusiasm among pupils during the last few weeks of the school year. An enrichment program, based on new experiences for the children and the acquisition of skills not regularly included in the elementary curriculum, was provided for 600 pupils in grades 1 through 6, utilizing the assistance of parent volunteers. The program, financed by a small appropriation from the local Parent Teachers Association, occupied one hour each day for five consecutive days. A total of 23 offerings were presented to the pupils who submitted first and second choices after consultation with parents. Techniques used in the program included multigrading and team teaching for the larger groups. The program generated enthusiasm for school among pupils and parents, reduced absenteeism, and promoted communication among staff members previously reluctant to discuss classroom activities. The author states that the program could serve as a model for other elementary schools in need of generating enthusiasm within the school body or the community. (Photographs may reproduce poorly.) (Author)

ED 088 177 EA 005 909
Keenan, J. M. And Others
A Benefit-Cost Structure for PACE I.D.: An Early Identification and Intervention Project. Management Systems Programs.
Management Systems Programs, Kalamazoo, Mich.; Western Michigan Univ., Kalamazoo. Dept. of Management.
Report No—MSP-TR-69-1
Pub Date 15 Jul 69
Note—25p.
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*Cost Effectiveness, *Economic Factors, Educational Economics, Educational Research, *Program Costs, *Program Evaluation
Identifiers—Opportunity Costs, PACE, *Projects to Advance Creativity in Education
This report attempts to assess the economic benefits and costs of the PACE (Projects to Advance Creativity in Education) Early Identification and Intervention Project. The report is structured to provide an indication of impacts generated by the Project, with some estimates of its direction and relative magnitude. The first section on impact analysis indicates a set of apparent relevant variables with estimates of the direction of effects (cost or benefits) and identifiable transfer payments. The break-even section indicates some benefit considerations and discusses break-even analysis as a way to justify project expenditures. Potential sources of opportunity losses are indicated. The research commentary section includes remarks by various participants, which tend to be personal values related to social work and research design. However, they have been documented to indicate major sources of bias and variance in the Project design. (Author/DN)

ED 088 178 EA 005 910
Effective Budget Building: A Guide for School Districts and Community Colleges. School Business Management Bulletin. Revised.
Oregon State Dept. of Education, Salem.
Report No—SEM-73-2
Pub Date Nov 73
Note—149p.
Available from—Oregon State Department of Education, 942 Lancaster Drive, N. E., Salem, Oregon 97310 ($2.75)
EDRS Price MF-$0.75 HC-$6.60
Descriptors—Administrator Guides, Budgeting, Community Colleges, *Educational Finance, Educational Legislation, Guides, *Program Budgeting, *School Accounting, School Districts, *School District Spending
Identifiers—Oregon
This manual offers guidelines to Oregon school districts and community colleges for budget preparation and accounting. The publication contains all changes from the 1973 legislative session; describes the budgeting process; and gives sample agendas, calendars, planning charts, and resolutions to be enacted by a school board in making up a budget. It is the first manual in a series to be published following each legislative session, with reports covering other significant changes to be published during the interim year. Samples provide illustrations of the proper school district accounting process for receipts and expenditures. Two sections describe the procedures to follow in conducting a school levy for both the local and the intermediate education districts. The manual concludes with a section containing statistical information on State funds for schools, salaries, budgets, expenditures per pupil, enrollment, and the population of Oregon by counties. (Author/DN)

ED 088 179 EA 005 911
Directory of Optional Alternative Public Schools.
Indiana Univ., Bloomington. School of Education.; National Consortium for Options in Public Education, Bloomington, Ind.
Report No—NCOPE-008
Pub Date [73]
Note—20p.; Published in Changing Schools: An Occasional Newsletter on Alternative Public Schools, Educational Alternatives Project, Indiana University
Available from—Changing Schools, School of Education, Indiana University, Bloomington, Indiana 47401 (Order #008, $1.00, Quantity Discounts)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Alternative Schools, Continuation High Schools, *Directories, Elementary Schools, Experimental Schools, Graphs, Learning Laboratories, Open Education, Open Plan Schools, Secondary Schools, *Statistical Data
Identifiers—Schools Within Schools, Schools Without Walls
This document contains a State-by-State directory of 464 alternative public schools. Each listing in the directory contains the school name, address, grade levels, and enrollment. For purposes of this directory, an alternative public school has been defined as any school within a community that (1) provides alternative learning experiences to the conventional school programs and (2) is available by choice to every family at no extra cost. The publication also defines several types of alternative schools, examines the rapid increase in alternative public schools in the United States, and gives summary statistics on the types and sizes of these schools. (Author/DN)

ED 088 180 EA 005 913
Grapko, Michael F.
A Comparison of Open Space and Traditional Classroom Structures According to Independence Measures in Children, Teachers' Awareness of Children's Personality Variables, and Children's Academic Progress. Final Report.
Spons Agency—Ontario Dept. of Education, Toronto.
Pub Date 30 Apr 72
Note—35p.
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*Academic Achievement, *Comparative Analysis, Elementary Schools, *Open Plan Schools, *Personality Development, School Design, Security, Student Teacher Relationship, Test Results, *Traditional Schools
Identifiers—Canada
The project attempted to discern the possible resulting effects on children and teachers from major structural changes in the design of classroom space. Three assumptions were tested: (1) children will assume greater initiative in resource use, (2) teachers get to know the children better, and (3) team teaching in open space classrooms contributes to better academic success. For this study, two schools were selected that resemble each other in a number of variables to minimize effects from socioeconomic, racial, or ethnic differences; mobility of families; or length of membership in the community. Study data were collected through (1) a Child Study Security Test, administered to all subject children on two occasions; (2) a teacher rating questionnaire and a correlation matrix; (3) scores on four subtests of the Canadian Test of Basic Skills; and (4) student I.Q. scores. The findings indicate, in part, that while a general improvement was shown in security, consistency, and independence scores for some students, each grade level in both schools showed a constancy or stability for each of the three security measures; the belief that students in open space classrooms increase in developing their feelings of self-confidence, work habits, and desire to work independently was not supported; teachers working in open space classrooms show some slight advantage over teachers in traditional classrooms in their ability to rate students in accordance with children's self description on a personality test; and that, based on tests of grade six students, students in traditional classrooms do better academically. (Author/MLF)

ED 088 181 EA 005 914
Hausgaard, Olaf
Consumption of Energy in New York State: 1972 (with Estimates for 1973).
New York State Public Service Commission, Albany. Office of Economic Research.
Report No—OER-R-19
Pub Date Jan 74
Note—32p.; Published as a supplement to O.E.R. No. 10. Replaces O.E.R. No. 15
EDRS Price MF-$0.75 HC-$1.85
Descriptors—Depleted Resources, Economic Research, *Energy Conservation, *Fuel Consumption, Industry, Measurement, *Natural Resources, Petroleum Industry, Prediction, *Resource Allocations, *Tables (Data), Transportation, Use Studies, Utilities, Water Resources
Identifiers—New York State
This report contains tabular data on energy consumption for the calendar year 1972 and a forecast of natural gas requirements for the period 1973 to 1976. Broad sector categories used in the tables are electric utilities, residential commercial, industrial, and transportation. Tables show energy consumption by primary source and major sector for the years 1960, 1965, 1970, 1971, 1972, and 1973 estimates. The energy consumption is measured in Trillion British Thermal Units (T-BTU). Consumption of fossil fuels by sector is shown for 1972, and is estimated for 1973 in units of tons of coal, thousands of barrels of petroleum, and million cubic feet of natural gas. Summary consumption tables by sector are provided in the appendixes. (MLF)

ED 088 182 EA 005 915
Schwer, William E.
An Evaluation of the Effects of an Open Space Program on Selected Seventh Grade Pupils and Their Teachers.
Pub Date Jun 73
Note—98p.; Practicum Report in partial fulfillment of requirements for National Ed.D. Program for Education Leaders, Nova University
EDRS Price MF-$0.75 HC-$4.20
Descriptors—Basic Skills, Cognitive Measurement, *Comparative Analysis, Doctoral Theses, Facility Planning, *Grade 7, *High School Design, Junior High School Students, *Open Plan Schools, Senior High Schools, Student Attitudes, Teacher Attitudes, *Traditional Schools

The author, working with a 4-member teaching team, sought to determine how a group of pupils and their teachers would respond to an open space program proposed for a new senior high school building. A test program was conducted in temporary quarters with an experimental group of 25 randomly selected seventh grade students and a control group of 25 students from the regular junior high school building. The Comprehensive Tests of Basic Skills, administered to both groups, showed no significant differences in cognitive achievement between the groups. An attitude test, drawn up by the teaching team and administered to the experimental group only, showed a high level of favorable student attitude. The teachers found both advantages and disadvantages in the open space arrangement, but that the disadvantages were largely of a nature to respond to corrective measures. Those people involved in planning, implementing, and evaluating the open space program concluded that it warranted expansion into the new building, but that study of the concept should be continued, using additional methods of evaluation. (Author)

ED 088 183 EA 005 916
Report of Ad Hoc Committee on Energy Efficiency in Large Buildings to the Interdepartmental Fuel and Energy Committee of the State of New York.
New York State Interdepartmental Fuel and Energy Committee, Albany.
Pub Date 7 Mar 73
Note—213p.; Related documents are EA 005 917-918
EDRS Price MF-$0.75 HC-$10.20
Descriptors—Air Conditioning Equipment, *Architectural Programing, *Building Design, Building Materials, Building Operation, Buildings, Controlled Environment, Cost Effectiveness, *Energy Conservation, *Facility Guidelines, *Fuel Consumption, Heating, Lighting Design, Maintenance, Standards, Ventilation
Identifiers—Heat Recovery Systems, New York State

Unwarranted amounts of energy are wasted each year in providing major public and privately owned buildings and the desired environment within them. Improved design, construction, and maintenance and operation can save significant amounts of energy without impairment of these processes throughout the life cycle of these buildings, arbitrarily established as 50 years. To successfully attain this energy conservation, increased cooperation and coordination among owners, designers, contractors, maintenance and operation personnel, la'or, and governmental agencies will be necessary. Implementing all of the recommendations contained in this report during the life cycle of a large building should result in a reduction in energy consumption of more than 50 percent. Therefore, there is great potential for energy conservation in large buildings, with the accompanying significant benefit of dollar savings. This report consists of a broad summary and overview of the energy conservation aspects of large buildings, followed by three subcommittee reports containing detailed studies and guideline recommendations in the three areas of design, construction, and maintenance and operation. A bibliography is provided. (Author)

ED 088 184 EA 005 917
Report of Ad Hoc Committee on Appliance and Apparatus Efficiency to the Interdepartmental Fuel and Energy Committee of the State of New York. Final Report.
New York State Interdepartmental Fuel and Energy Committee, Albany.
Pub Date 25 Jun 73
Note—319p.; Related documents are EA 005 916 and EA 005 918
EDRS Price MF-$0.75 HC-$15.00
Descriptors—*Consumer Economics, Consumer Education, Cost Effectiveness, *Efficiency, *Electrical Appliances, *Energy Conservation, Equipment Evaluation, *Equipment Standards, Fuel Consumption, Mechanical Equipment, Performance Specifications, Utilities
Identifiers—New York State

High and wasteful energy consumption practices have become a part of the American life style. The United States, with six percent of the world's population, is responsible for 33 percent of the world's energy consumption. Americans are now faced with shortages of primary fuels, especially natural gas and oil, and with stringency of electric power capacity. To utilize energy in New York State more efficiently, a vigorous program of energy conservation should be pursued. In particular, the people of the State should be convinced that conserving energy is their responsibility. In the interest of educating energy consumers as to what they can do and how the energy utilization of appliances and recommends the apparatus to be used and some steps to be taken to improve energy utilization. (Pages 149-150 may reproduce poorly.) (Author)

ED 088 185 EA 005 918
Report of Ad Hoc Committee on Energy Efficiency in Transportation to the Interdepartmental Fuel and Energy Committee of the State of New York. Interim Report.
New York State Interdepartmental Fuel and Energy Committee, Albany.
Pub Date 31 Oct 73
Note—106p.; Related documents are EA 005 916-917
EDRS Price MF-$0.75 HC-$5.40
Descriptors—Closed Circuit Television, *Conservation Education, *Efficiency, *Energy Conservation, *Fuel Consumption, Land Use, Performance Specifications, Standards, State Action, *Transportation
Identifiers—New York State, Public Transportation

After presenting the background of the availability of fuel for transportation and the increasing per capita energy consumption, the report examines the State's role in energy conservation. Five proposals are outlined: (1) a coordinated education program designed to increase public awareness of the current energy situation; (2) a pilot program of measuring fuel savings that might be realized through the use of radial tires in the State motor vehicle fleet; (3) a redirection of State employee travel habits and patterns; (4) a determination of whether the provision of high speed rail service operating in the Albany to New York City corridor would contribute to fuel conservation; and (5) the establishment of a closed-circuit telecommunications system between New York City and Albany as a one-year pilot program to conserve energy by reducing the number of automobile trips between these cities. (Author/MLF)

ED 088 186 EA 005 919
Nolte, M. Chester
Due Process and Its Historical Development in Education.
Pub Date Apr 74
Note—16p.; Paper presented at National Academy of School Administrators Seminar (Denver, Colorado, April 1-5, 1974)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Court Cases, *Discipline, *Due Process, Equal Protection, Secondary Schools, Speeches, *Student Grouping, *Student Rights

Due process of law has never been defined by the Supreme Court in so many words, the Court choosing to define that term on an inclusion/exclusion basis as it goes along. The author traces the historical development of the due process concept, and discusses cases where due process has affected the rights of those involved in the educational process. The author notes that the most pressing problems coming up which involve due process of law are of two varieties: (1) those in which students claim lack of due process where punishments and expulsions are involved; and (2) those in which the classification system used by schools to group children for instructional and other purposes are being challenged. (Author/JF)

ED 088 187 EA 005 920
Crisis Communications. Seminar Report.
New York State School Boards Association, Albany.
Pub Date 73
Note—42p.; A collection of two New York State School Boards Association seminar presentations and support materials (April 30 and May 7, 1973)
Available from—New York State School Boards Association, Inc., 111 Washington Avenue, Albany, New York 12210 ($3.00)
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*Communication Problems, Mass Media, *Negotiation Impasses, *Press Opinion, *Public Relations, *Strikes

Communicating effectively is seldom easy; it requires planning, effort, understanding, and follow-through. Communicating effectively in the tense atmosphere which often surrounds a crisis requires redoubled effort, greater understanding, and increased attention to proper planning. The presentations in this booklet deal with the needs of the media and the special communications requirements of a negotiations impasse or a strike. It examines other crises, such as that of an organized community protest of a particular decision. The materials are presented in the hopes that they will be of reference value to school boards faced with special communications problems. (Author)

ED 088 188 EA 005 921
Ala-Kurikka, Reijo And Others
The Utilization and Communication of Research Results.
Finnish National Board of Education, Helsinki. Research and Development Bureau.
Pub Date Apr 73
Note—20p.; Published in Information Bulletin, a publication of the Research and Development Bureau, National Board of Education, Helsinki
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Communication (Thought Transfer), Decision Making, *Educational Research, *Foreign Countries, *Information Utilization, Research Projects, *Research Utilization
Identifiers—*Finland

This paper presents a system for the utilization and communication of educational research results to the decisionmaker and other interested persons. The system, developed by the National Board of Education of Sweden, explains what is meant by the utilization of research, analyzes the three stages of research, and presents several stages of research utilization. The document describes various means by which research results may be effectively communicated and suggests a form to be used to report on the dissemination of research findings. (Author/DN)

ED 088 189 EA 005 922
Phillips, H. M.
Planning Educational Assistance for the Second Development Decade. Fundamentals of Educational Planning--18.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.
Pub Date 73
Note—77p.; Also published in French
Available from—UNIPUB, Inc., P.O. Box 443, New York, New York 10016 (Order Number ISBN 92-803-1055-0, $2.25)
EDRS Price MF-$0.75 HC Not Available from EDRS.
Descriptors—*Developing Nations, Developmental Programs, Economic Development, *Educational Development, *Educational Finance, Educational Innovation, Educational Objectives, *Educational Planning, Financial Problems, International Programs, Relevance (Education), Technical Assistance
Identifiers—*International Assistance

This monograph gives an account of the progress achieved in and the problems and criticisms directed at foreign aid for developing countries in the field of education. It offers suggestions for increasing the effectiveness of the process of international assistance. The author begins with a description of international educational development in the 1960's and then considers the educational needs of and the objectives for the 1970's. The publication documents the present flow of financial assistance by examining

the assistance distribution and type and the aid administering agencies. Some of the problems and difficulties inherent in current educational assistance considered here include the fundamental questioning of the value of educational assistance, operational difficulties faced by the aid agencies, and organizational problems in the aid chain. The author suggests strategies and criteria, as well as measures of redeployment, in the planning of educational assistance. The discussion concludes with a summary of all suggestions presented. (Author/DN)

ED 088 190 EA 005 923
Gould, W. T. S.
Planning the Location of Schools: Ankole District, Uganda. Case Studies -- 3.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.
Report No—ISBN-92-803-1057-7
Pub Date 73
Note—88p.
Available from—Unipub, Inc., P.O. Box 443, New York, New York 10016 (Order number ISBN 92-803-1057-7, $10.00)
EDRS Price MF-$0.75 HC Not Available from EDRS.
Descriptors—Case Studies, Educational Planning, *Elementary Schools, Foreign Countries, Geographic Location, Maps, Methodology, *Planning, *School Demography, School Districts, *School Location, School Planning, *Secondary Schools, Site Selection
Identifiers—School Mapping, *Uganda
Ankole District, Uganda, is typical of many developing areas of Africa, characterized by rapid population change (a result of both growth and redistribution), inadequate school provision, and severe financial constraints. The study relates the present patterns and organization of elementary and secondary level educational provision to the existing and projected population distribution. Population density is seen as a crucial variable affecting the choice of strategy for the development of the school map. Basic techniques of locational analysis are used to suggest a policy for expanding the elementary level system and to identify suitable locations for new secondary level schools. (Photographs may reproduce poorly.) (Author)

ED 088 191 EA 005 925
Keen, Sadie S.
Pilot Testing of a Student Volunteer Out-of-School Tutoring Service.
Pub Date May 73
Note—40p.; Practicum report submitted in partial fulfillment of requirements for National Ed.D. Program for Educational Leaders, Nova University
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*After School Tutoring, Cross Age Teaching, Elementary Schools, *Elementary School Students, Pilot Projects, Program Descriptions, Program Evaluation, *Student Volunteers, *Tutorial Programs, *Tutoring
This report describes a pilot program set up to test the feasibility of a student out-of-school tutoring service for 4th and 5th graders as a means of providing remedial instruction for potential dropouts. For testing purposes, a small-scale 5-session program was set up, using as tutors 9th through 12th grade volunteer students, from a local private school, participating on an after-school-hours basis. The program involved 10 tutors and 20 "high-risk" students. The tutoring service concentrated on the basic skills in English, reading, spelling, and mathematics for five consecutive Thursday evenings for one and one-half hours each. A tutoring design team developed the plans and format; and identified objectives, tasks, and evaluation strategies. The project was evaluated on both the process and the product, and resulted from responses of tutors, and students and their parents to formal surveys. The results of the pilot program indicate that student volunteer out-of-school tutoring for high-risk students is feasible in terms of time, effort, and results; and that well-achieving high school students, if given proper direction, can be effective tutors for 4th and 5th grade students. (Author)

ED 088 192 EA 005 926
Thurber, John C.
Project VUE: Volunteers Upholding Education.
Pub Date Aug 73
Note—82p.; Practicum report, submitted in partial fulfillment of requirements for National Ed.D. Program for Educational Leaders, Nova University
EDRS Price MF-$0.75 HC-$4.20
Descriptors—Classroom Environment, Cost Effectiveness, Elementary Schools, Individualized Instruction, Paraprofessional School Personnel, *Program Descriptions, Program Evaluation, *School Community Relationship, Secondary Schools, *Teacher Aides, Tutoring, *Volunteers, *Volunteer Training
Identifiers—Florida, Palm Beach County Schools, Project VUE, Volunteer Coordinators, *Volunteers Upholding Education
This document reports on a project aimed at developing, implementing, and evaluating a plan for using volunteer classroom aides in the Palm Beach County (Florida) schools as a means for meeting various financial, human, and community needs. The desirability of a comprehensive volunteer plan was presented in a 10-point summary by an ad hoc committee, and a 17-member committee was charged with designing a volunteer aide program. The program was carried out in seven phases during the 1972-73 school year. Ninety-five types of activities that would be performed by aides were identified and further classified as resource or regularly scheduled activities. A full-time specialist was employed to coordinate recruitment, training, evaluation, and other elements of the program. As a result of the program, the school system added 900 volunteers to its classroom personnel during a 15-month period. Performance and attitudinal evaluation indicated that the process and performance objectives of the program were successfully achieved. (Author)

ED 088 193 80 EA 005 927
The Regional Interstate Projects in 1972-73: A Structural and Functional Description.
Interstate Project for State Planning and Program Consolidation.; Wisconsin State Dept. of Public Instruction, Madison.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—Bull-4010
Pub Date 73
Note—55p.
EDRS Price MF-$0.75 HC-$3.15
Descriptors—*Educational Innovation, Federal Aid, *Federal Programs, *Pilot Projects, Program Descriptions, *Regional Cooperation, Regional Programs, *State Departments of Education
Identifiers—*Elementary Secondary Education Act Title V, ESEA Title V
The United States Office of Education has funded, under ESEA Title V, a network of regional projects called Interstate Projects for State Planning and Program Consolidation. The participants in the projects include all of the State education agencies. The purposes of the network of Interstate Projects are to (1) identify, analyze, and work cooperatively on problems of common concern to the participants; (2) innovate, pilot, and develop methods that can be used by State education agencies to strengthen their leadership and service capabilities; (3) plan, develop, and implement staff development programs that will improve State education agency personnel skills in solving identified problems; and (4) improve and stimulate intercommunication and dissemination of promising solutions of educational problems among participating agencies. This document hopes to contribute to more effective interproject communication by describing the regional Interstate Projects in a concise form. (Author/JF)

ED 088 194 EA 005 928
Crisis Response. A Report of Activities of the Center for Urban Education During the School Strikes in New York City in the Fall of 1968.
Center for Urban Education, New York, N.Y.
Pub Date Dec 69
Note—224p.
EDRS Price MF-$0.75 HC-$10.20
Descriptors—Boards of Education, *City Problems, *Decentralization, Employment Problems, Program Descriptions, Research and Development Centers, *School Districts, Superintendents, Teacher Associations, *Teacher Strikes, *Urban Schools
Identifiers—*New York City
During the 1966-67 school year, as part of its efforts towards decentralization, the Board of Education of New York City created an autonomous district located in the Ocean Hill-Brownsville area of Brooklyn. The newly formed local board experienced some difficulty in staffing the new district and eventually transferred 19 "uncooperative" teachers to the Central Board for reassignment. This summary action aroused the ire of the United Federation of Teachers and eventually led to a series of strikes in the fall of 1968. These strikes brought on a crisis in the educational life of the city. As the research and development arm of the U.S. Office of Education in New York region, the Center for Urban Education was tied to the school system through its programs in nearly 100 schools. By nature of its contract, it was incumbent upon the Center to respond to the crisis. The Center's approach was established after numerous discussions and decisions arrived at by its Board of Trustees and its Management Group. These decisions are recorded in this report along with descriptions of six action projects engaged in by Center personnel. These projects were: (1) creative energy workshops in the arts; (2) television instruction; (3) training of parent-instructors; (4) workshops on post-strike problems; (5) descriptions by two superintendents of events during strikes in their districts; and (6) a survey of community attitudes in one district. Also included are reflections on the strike situation excerpted from the Center's leading publications. (Author/JF)

ED 088 195 EA 005 929
White, Bayla F. And Others
The Atlanta Project: How One Large School System Responded to Performance Information.
Urban Inst., Washington, D.C.
Spons Agency—Office of Economic Opportunity, Washington, D.C.
Report No—UI-507-5
Pub Date Mar 74
Note—145p.; A related document is ED 083 732
Available from—Publications Office, The Urban Institute, 2100 M Street, N.W., Washington, D.C. 20037 (Order Number URI-62000, $4.25)
EDRS Price MF-$0.75 HC-$6.60
Descriptors—*Academic Achievement, Decision Making, Effective Teaching, *Evaluation Criteria, *Management, Performance, *Performance Factors, Program Evaluation, Public School Systems, *Urban Schools
Identifiers—*Atlanta Project
This report presents the results of a field test, the purpose of which was to determine the effects on school system management, decisions, and operations of the introduction of specially prepared information on the relative achievement levels of schools and grades serving students of similar economic levels. A relatively simple and economical system of visually unmistakable signals was introduced so that decisions, especially at managerial levels in a large urban school system, would not have to be made in a vacuum -- that is, without clear indications of schools and grades where unusually high or low performances were being achieved. The introduction of the signals during the 1972-73 school year, with excellent cooperation by Atlanta school personnel, found in part that school officials readily accepted the signals as an understandable mechanism that they could use to diagnose performance; personnel division staff used signals to improve procedures for screening new applicants; but that signals seemed to play little or no part in decisions regarding instructional programs and textbook adoption. One major implication of the findings for large urban school systems is that decisions concerning the operation of the school which are made higher up in the administrative structure are generally made without information regarding performance at the classroom level. (Author/DN)

ED 088 196 EA 005 930
Spivak, Harriet And Others
The School Attitudes Study. An Interim Report.
Center for Urban Education, New York, N.Y.
Pub Date Oct 70
Note—76p.
EDRS Price MF-$0.75 HC-$4.20
Descriptors—*Community Attitudes, *Educational Research, Elementary Schools, *Parent Attitudes, Program Effectiveness, *School Community Relationship, *School Environment, Secondary Schools, Socioeconomic Status, Urban Schools
Identifiers—*New York City

At a time when the structure and functioning of several American institutions have come under attack, some significant questions need to be investigated. In particular, there is the need to understand how institutions and their clients relate to one another; how different patterns of formal and informal interaction affect the legitimacy accorded to these institutions by clients; and what the relationships between patterns of interaction and client-perceived legitimacy imply for the stability of these institutions. The School Attitudes Study is an effort to analyze these underlying forces and relationships in New York City's schools. The primary concern is determining the extent to which feelings of legitimacy are related to perceptions of effectiveness, responsiveness, and trust. Additionally, the study probes into whether the processes that generate legitimacy vary in different school-community contexts (e.g., whether trust is the most salient determinant in some contexts, effectiveness in others, responsiveness in others, and particular combinations of these factors in still others.) The report first states the problem under investigation, then explains in some detail the procedures used, and finally reports preliminary impressions of trends and patterns in the data. (Author)

ED 088 197 EA 005 931
Finkelstein, Leonard B.
The Development of Community Involvement and Support in the Process of Building an Experimenting School.
Pub Date Apr 74
Note—8p.; Paper presented at American Educational Research Association Annual Meeting (59th, Chicago, Illinois, April 15-19, 1974)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Alternative Schools, *Community Involvement, Experimental Programs, *Experimental Schools, *Program Development, Program Planning, *School Community Cooperation, School Community Relationship, *School Support, Speeches
In this speech, the author addresses the method of developing a high level of support for community involvement in an experimenting school. He presents an outline of some specific steps that should guide the process of designing a framework for school support. In addition, the author discusses the planning process and the organizational design of an experimental school team. (Author/DN)

ED 088 198 EA 005 932
Pennington, Buddy R. Hatley, Richard V.
Role Conflict Resolution Behavior of Kansas Public High School Principals.
Pub Date Apr 74
Note—23p.; Paper presented at American Educational Research Association Annual Meeting (59th, Chicago, Illinois, April 15-19, 1974)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Administrator Characteristics, *Conflict Resolution, *Educational Research, High Schools, Organization, *Principals, *Role Conflict, Speeches, Tables (Data)
Identifiers—Administrator Behavior, *Kansas
The principal objective of the study presented here was to assess the role conflict resolution mode selected by administrators when they are faced with conflict situations. The modes investigated included those of independent action, variations of conformity, compromise, and withdrawal with consideration of legitimacy and sanction factors. The importance of issue specificity and hierarchical relationships was also investigated. All 376 Kansas high school principals were surveyed using a specially designed and tested 5-part questionnaire covering six distinct conflict situations. Data obtained from the 288 respondents were subjected to chi square, gamma test, and cross-tabulation analyses. The study results suggest that principals be typed as either compromisers or independent actors in efforts to resolve conflict. The findings relative to issue specificity and hierarchical position prompted the development of a reconceptualized role conflict resolution model. (Author)

ED 088 199 EA 005 933
Hunt, Walter A.
Characteristics of School Districts Related to Implementation of Year-Round Schools.
Pub Date Apr 74
Note—20p.; Paper presented at American Educational Research Association Annual Meeting (59th, Chicago, Illinois, April 15-19, 1974)
Available from—Walter A. Hunt, 1511 Narcissus Street, Salem, Virginia 24153 ($2.00)
EDRS Price MF-$0.75 HC Not Available from EDRS.
Descriptors—Educational Research, Elementary Schools, *Extended School Year, *Feasibility Studies, *Predictor Variables, *Program Development, Secondary Schools, Selection, Speeches, *Year Round Schools
In this speech, the author discusses a study made that attempted to determine if there are differences in characteristics among school districts that implement full-scale models of year-round schools, districts that implement restricted models of year-round schools, and districts that do not implement any year-round model. Concurrently, he considers the answers to some basic questions concerning year-round schools. The study investigated only public school districts in the United States in which a year-round feasibility study had been completed during the period 1963 through May 31, 1973. Findings indicate that the attitudes of teachers, administrators, parents, students, and the business community toward implementation of year-round schools is important in predicting whether or not year-round programs will be put into operation. The author contends that no list of characteristics of school districts could be made that would be valid in predicting whether or not a district would implement year-round schools after a feasibility study. Included is a list of the school districts that were investigated in the study. (Author/DN)

ED 088 200 EA 005 934
Chuang, Ying C.
Planning and Management Process.
Pub Date Jun 72
Note—19p.; Paper presented at International Society of Educational Planners Annual Convention (2nd, Atlanta, Georgia, June 1972)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Critical Path Method, *Educational Objectives, *Educational Planning, *Management, Management Systems, *Mathematical Applications, *Program Planning, Speeches
Identifiers—PERT, Program Evaluation Review Technique
The planning technique or device, regardless of its degree of sophistication, is only a tool and cannot be substituted for effective managers. The planning process must be an integral part of the entire management process, which often evolves over many generations of trial and error. The function of planning and management entails the continuous, intelligent direction of others by determining and communicating the prime and supporting objectives of the program. This function necessarily includes the development and utilization of an integrated time-phased plan of action, demanding reasonable refinements in the way of resources, and the subsequent balancing of resources as they are made available and utilized. This paper develops and describes the management process as the foundation for utilizing planning techniques in program management. A brief, selected bibliography is provided. (Author)

ED 088 201 EA 005 935
Chuang, Ying C.
A Model of the Funding Decision Making Process.
Pub Date Apr 70
Note—7p.; Paper presented at Operations Research Society of America National Meeting (37th, Washington, D.C., April 1970)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Cost Effectiveness, *Decision Making, *Educational Programs, Educational Research, Efficiency, *Models, *Program Budgeting, *Resource Allocations, School District Spending, Systems Approach, Urban Education, Urban Schools
In this paper, the author develops a funding decision model that is appropriate to the evaluation of specific educational projects in an urban school system. He has attempted to develop a model that the central administration of a school district could use to compare projects and estimate which projects would be more likely to provide the most effect for the dollars spent. The model is mathematical in nature and utilizes the Delphi technique to rate the relevance of various project proposals. (Author/DN)

ED 088 202 EA 005 936
Weiss, Edmond And Others
The Planning Unit Concept: An Alternative Approach to Program-Budgeting in Public Service Agencies.
Spons Agency—Trenton Public Schools, N.J.
Pub Date [72]
Note—32p.
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*Community Agencies (Public), *Computer Oriented Programs, Cost Effectiveness, Educational Finance, *Planning, Prediction, *Program Budgeting, *Resources, School Districts
Identifiers—*Planning Units
The Planning Unit is a concept employed in resource requirements forecasting for the public service agencies, as an alternative to the conventional hierarchical program-structure used in PPB systems. The planning unit concept allows analysts to generate cost analyses by several simultaneous program-structures, not all of which need be in a conventional pyramid form from program-to-activity. Thus, the creative options of the planner are extended, without a requirement for reprograming. The planning unit approach is a recommended alternative to the fixed program accounting approach, in which the consistency and uniformity requirements of the accounting function tend to abridge the opportunities of the planner and, incidentally, obstruct some of the main early objectives of PPB technology. An illustration of the planning unit as part of a public school district resource requirements forecasting system is provided. (Printout exhibits on pages 13 and 18-27 may reproduce poorly.) (Author)

ED 088 203 EA 005 937
Schools and the Energy Crisis. A Research Report.
National School Boards Association, Evanston, Ill.
Report No—NSBA-1973-3
Pub Date 73
Note—49p.
Available from—National School Boards Association, 800 State National Bank Plaza, Evanston, Illinois 60201 ($1.50, Quantity Discounts)
EDRS Price MF-$0.75 HC-$1.85
Descriptors—Boards of Education, *Energy Conservation, Fuel Consumption, *National Surveys, *Problems, Research, *State Action, State School District Relationship
Identifiers—*Energy Crisis
This report summarizes information from 43 States and from the District of Columbia and Puerto Rico; and from 55 local school districts. The majority of the information in the report was provided by State school boards associations and NSBA Direct Affiliate districts. Survey results indicate that (1) nationwide, at both the State and school district levels, schools have been cooperative with requests to constrain energy use and willing to institute voluntary measures to conserve energy; (2) the energy crisis has had different effects on schools in different regions of the country, and shortages of fuel for buses (and escalating prices for available fuel) are nationwide; (3) with few exceptions, the emphasis in schools has been on developing short-range methods to cope with fuel shortages; and (4) more often than not, respondents discussed energy conservation measures, but failed to discuss the character of actual energy shortages. State school boards association responses to the energy crisis vary. A few exercise active State leadership (Nebraska and New Jersey); most are cooperating with the State government agencies (Iowa and Michigan); some have chosen only to keep aware of the State situation (Alabama and Nevada). (Author/EA)

ED 088 204 EA 005 938
Brock, Henry C., III
The School Administrator--An Efficient Businessman.
Educational Service Bureau, Inc., Washington, D.C.
Pub Date 73
Note—96p.
Available from—Educational Service Bureau, Inc., 1835 K Street, N.W., Washington, D.C. ($5.95)
Document Not Available from EDRS.
Descriptors—*Administrative Personnel, *Administrative Principles, Communication

(Thought Transfer), Cost Effectiveness, Decision Making, *Efficiency, Information Seeking, *Office Management, Offices (Facilities), Personnel, Records (Forms), Staff Utilization, *Work Environment
Identifiers—*Effectiveness
Many educators and those outside the educational community think that the time is approaching rapidly--if in fact it has not already arrived--when school administrators charged with educational responsibilities and leadership can no longer be satisfied with merely getting the job done, but must consider the means by which a school's goals and objectives can be attained most efficiently. The demands on educational leaders are rapidly reaching the point at which they are exceeding the educator's ability to meet them. Only through the use of efficiency techniques can school administrators unleash the time, energy, and money to meet the already high number of demands. To aid administrators in improving efficiency, this report discusses (1) managing time, (2) time-saving management tools, (3) how to provide efficient facilities, (4) how to provide an efficient environment, (5) how to design school forms, (6) how to communicate effectively, and (7) management surveys in education. A bibliography is provided. (Author/JF)

ED 088 205 EA 005 939
Anderson, G. Ernest, Jr.
Simulation Models for Developing an Individualized, Performance Criterion Learning Situation. Technical Monograph No. 21.
Massachusetts Univ., Amherst. School of Education.
Spons Agency—General Learning Corp., Washington, D.C.; Office of Education (D-HEW), Washington, D.C.
Bureau No—BR-0-A-023
Pub Date May 73
Grant—OEG-0-9-310417-4040; OEG-1-70-0010(509)
Note—243p.; Documentation of Queue, Adult Resources Flow, Edsim 1, Edsim 2, and Edsim 4
EDRS Price MF-$0.75 HC-$11.40
Descriptors—Computer Assisted Instruction, *Computer Oriented Programs, Computer Programs, Computers, *Educational Development, Elementary Schools, Facility Utilization Research, Individualized Instruction, *Individualized Programs, Models, *Performance Criteria, Research Projects, Resource Allocations, *Simulation, Staff Utilization, Teacher Education
Identifiers—Model Elementary Teacher Education Project
The mission of the simulation team of the Model Elementary Teacher Education Project, 1968-71, was to develop simulation tools and conduct appropriate studies of the anticipated operation of that project. The team focused on the experiences of individual students and on the resources necessary for these experiences to be reasonable. This report contains documentation of QUEUE, an elementary queueing model useful in exploring how many channels of a specific service facility should be available to meet a hypothesized set of student needs; ARF 1, a system used to study staffing patterns and work loads; EDSIM 1, a method of keeping track essentially of student time to completion and student time in each instructional area; EDSIM 2, the major model for the Model Elementary Teacher Education proposed program, which keeps track of individual student progress as well as resources needed under various circumstances; and EDSIM 4, a model addressing the same problems as EDSIM 2 but from a different approach. (Computer printouts and charts may reproduce poorly.) (Author)

ED 088 206 EA 005 940
Federal Legislation and Education in New York State.
New York State Education Dept., Albany.
Pub Date Feb 74
Note—87p.
EDRS Price MF-$0.75 HC-$4.20
Descriptors—*Education, *Educational Finance, Elementary Education, *Federal Aid, *Federal Legislation, *Federal State Relationship, Higher Education, Secondary Education
Identifiers—Elementary Secondary Education Act, ESEA, Higher Education Act, *New York State
The year 1973 was marked by uncertainty and frustration regarding the federal role in education. The Congress and the President were deadlocked on key education issues. Administrative impoundment of funds and delays on appropriations forced State and local officials to struggle with day-to-day continuation of federal programs rather than focus on planning and implementing an integrated use of federal, State, and local programs and funds. Significant changes must be made in 1974 if the most effective use of federal resources is to occur. In this brochure, the Regents examine existing programs providing aid to elementary, secondary, and higher education and make recommendations on the educational issues now before this session of Congress. (Author/JF)

ED 088 207 EA 005 941
Fallon, Berlie J.
The Art of Followership (What Happened to the Indians?). Fastback Series, No. 33.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
Pub Date 74
Note—42p.
Available from—Phi Delta Kappa, 8th and Union, Box 789, Bloomington, Indiana 47401 (Individual fastback $.50 prepaid, Set of six $2.00, Quantity and membership discounts)
Document Not Available from EDRS.
Descriptors—Administrator Characteristics, *Educational Administration, Elementary Schools, *Humanization, *Leadership, *Leadership Qualities, *Leadership Styles, Leadership Training, Secondary Schools
The leader who survives the challenges of the new leader-follower relationship will be disciple to a humanism that recognizes several key concepts. These concepts argue that human will, reason, and purpose stand above formulae and material considerations in the school situation; that human capabilities must be more fully utilized; that greater attention must be given to individualizing the lifestyles of all who are part of the educational enterprise; and that the new humanism will seek out nontruth as readily as it seeks out Truth. Additionally, the leader who survives will recognize that complete consensus is a goal but seldom a reality, and he will acknowledge that a leadership style vested in humanism will discard the illusion of the indispensable man. The leader who survives will make better use of that precious commodity, time--time to free up from confining detail and day-to-day mechanics; time to formulate and test new hypotheses; time to get to know and empathize with personnel at all levels; and time to build up and replenish his own mental, physical, and spiritual reserves. (Author)

ED 088 208 EA 005 942
Kauss, Theodore
Leaders Live with Crises. Fastback Series, No. 34.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
Pub Date 74
Note—46p.
Available from—Phi Delta Kappa, 8th and Union, Box 789, Bloomington, Indiana 47401 (Individual fastback, $.50 prepaid, Set of six, $2.00, Quantity and Membership Discounts)
Document Not Available from EDRS.
Descriptors—*Administrative Personnel, Administrator Evaluation, *Administrator Responsibility, *Leadership, *Leadership Qualities, *Management Development
Leadership is easier to describe and illustrate than it is to define. In this pamphlet, the author explores the various qualities and qualifications, skills and styles, and talents and training possessed by those who are successful executives and leaders in education and related organizations. Special attention is given to those who not only possess a proper blend of characteristics and competencies, but who also consistently put them all together while under the intense pressures that become a part of a position of trust and responsibility. According to the author, this kind of leader understands that every crisis demands critical decisions, and such a leader is willing to face the threat of failure because the prospect of success makes risk-taking worthwhile. (Author)

ED 088 209 EA 005 943
Estes, Nolan
Marshalling Community Leadership To Support the Public Schools. Fastback Series, No. 35.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
Pub Date 74
Note—34p.
Available from—Phi Delta Kappa, 8th and Union, Box 789, Bloomington, Indiana 47401 (Individual fastback $.50 prepaid, Set of six, $2.00, Quantity and Membership Discounts)
Document Not Available from EDRS.
Descriptors—Administrator Role, Citizen Participation, *Community Leaders, Community Support, Decentralization, Decision Making, Educational Accountability, *School Community Cooperation, *School Community Relationship, *School Support, *Superintendent Role
This booklet examines the problem of gaining public support for the schools. It examines the leadership role of the school superintendent; discusses integrity, accountability, and decentalization; and explains some methods of building support among community leaders. The publication closes with a summary of the steps taken by the Dallas school district to educate their superintendents and other municipal decisionmakers about the unforeseen consequences of previous decisions, on the interconnections of future actions, and on the necessity for cooperation. (Author/DN)

ED 088 210 EA 005 944
Heller, Melvin P.
Preparing Educational Leaders: New Challenges and New Perspectives. Fastback Series, No. 36.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
Pub Date 74
Note—42p.
Available from—Phi Delta Kappa, 8th and Union, Box 789, Bloomington, Indiana 47401 (Individual fastback $0.50 prepaid, Set of six $2.00, Quantity and membership discounts)
Document Not Available from EDRS.
Descriptors—Administrator Characteristics, *Administrator Education, Administrator Selection, Educational Administration, Educational Programs, Higher Education, *Humanization, Instructional Materials, *Leadership Qualities, Leadership Styles, *Leadership Training, Principals, School Superintendents, *Teaching Methods
The person who considers himself an educational leader must be able to do more than merely hold the position. The power of position cannot be ignored, but by itself, that power is inadequate. The leader must be able to develop insights and talents for delegating authority while looking at alternatives in any situation, communicating effectively, working effectively with community groups, and coordinating the total effort. The formal preparation of educational leaders is affected by those who teach the candidates, by the content, by the candidates themselves, and by the intangible but significant interactions that result. (Author/WM)

ED 088 211 EA 005 945
Broudy, Harry S.
General Education: The Search for a Rationale. Fastback Series, No. 37.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
Pub Date 74
Note—50p.
Available from—Phi Delta Kappa, 8th and Union, Box 789, Bloomington, Indiana 47401 (Individual fastback, $.50 prepaid, Set of six, $2.00, Quantity and Membership Discounts)
Document Not Available from EDRS.
Descriptors—Basic Skills, *Educational Benefits, *Educational Philosophy, *General Education, *Relevance (Education), Secondary Schools, Social Mobility, Social Opportunities, Vocational Schools
The theme of this essay is that the faith in public schools, which has rested on the belief that general education for the masses as well as for the elite is necessary for a genuinely democratic society, has been shaken. The publication examines the nature of general education, who would best benefit by it, and whether or not everyone can master it. Arguments both for and against general education are presented. The booklet concludes with a discussion of life uses of schooling and an explanation of why general education is important. (Author/DN)

ED 088 212 EA 005 946
Dale, Edgar
The Humane Leader. Fastback Series, No. 38.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.
Pub Date 74
Note—34p.
Available from—Phi Delta Kappa, 8th and Union, Box 789, Bloomington, Indiana 47401 (Individual fastback, $.50 prepaid, Set of six, $2.00, Quantity and Membership Discounts)
Document Not Available from EDRS.
Descriptors—Classroom Environment, *Educational Environment, Employer Employee Relationship, *Humanization, *Human Relations, *Leadership Styles, Psychological Needs, *Student Teacher Relationship

This publication examines the importance of humaneness in the schools. It considers the development of courtesy, gratitude, appreciation, and a sense of empathy among individuals. The use of self-discipline to organize time and talent to produce humaneness is discussed. Trends leading toward and away from greater humanization in the schools are also examined. The document concludes with a discussion of how humaneness can begin in the classroom. (Author/DN)

ED 088 213 88 EA 005 947
Manji, Ashraf S.
Simulation for Educational Facility Planning: Review and Bibliography.
Chicago Board of Education, Ill.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—71-7619
Pub Date May 72
Grant—OEG-5-71-0078(290)
Note—66p.; Related documents are EA 005 330, 530, 638, 660-661, and 713; Extended version of paper presented at Metropolitan School Facilities Planning Group Annual Meeting (11th, Milwaukee, Wisconsin, May 4-5, 1972)
EDRS Price MF-$0.75 HC-$3.15
Descriptors—Bibliographies, City Planning, Community Programs, *Computers, Educational Resources, Enrollment Projections, Housing Needs, *Models, Population Trends, *Resource Allocations, *Simulation, Space Utilization, Universities, Urban Population
Identifiers—*Computer Simulation, Elementary Secondary Education Act Title III, ESEA Title III, Monte Carlo Technique, Simu School, University Planning

This paper provides an overview of selected simulation models pertinent to the problems of educational facility planning. Emphasis is placed on computer simulation models partly because of the greater potential utility of computer simulation models in coming to grips with facility planning problems. The overall objective is to document the state-of-the-art in simulation research as it relates to the planning of educational facilities and to help administrators and planners assess what simulation can and cannot do for them. The use of simulation models for school facilities planning has lagged far behind their use in other fields. This lag is no doubt a consequence of the current state-of-the-art in school facilities planning with its heavy emphasis on check lists and procedural guidelines at the neglect of the model building approach. Consequently, it can reasonably be expected that as the field of educational facility planning becomes more systematic and scientific, the use of simulation models will increase. A selected bibliography of simulation works pertinent to the problems of educational facilities planning is provided in four parts: (1) general works, (2) university planning, (3) school planning, and (4) urban planning. (Author/MLF)

ED 088 214 80 EA 005 948
The Administrator and Organizational Renewal.
George Washington Univ., Washington, D. C. National Advisory Council on Supplementary Centers and Services.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date Aug 73
Note—46p.; The Title III Quarterly, Fall 1973
EDRS Price MF-$0.75 HC-$1.85
Descriptors—Administrative Organization, *Administrator Role, Alternative Schools, Computer Oriented Programs, Decentralization, *Decision Making, Decision Making Skills, Educational Accountability, *Educational Assessment, Educational Change, Elementary Schools, Federal Aid, Information Systems, *Needs, *Organizational Change, Secondary Schools
Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III

This collection of articles looks at projects which have attempted to deal with change in the school organization. Some projects have succeeded in defining, shaping, and refining what happens in the school; others, less successful or unworkable, have been rejected. In either case, the administrator and his entire organization have become more aware of what makes a school function through their attempts at educational change. In the first section, articles deal with the application of business principles (such as PPBS and MBO) to education. This section also contains reports on the involvement of students, parents, and the community in needs assessment and educational decisionmaking. The second section examines the tools available for decisionmaking, including that of information systems. The last section explores some of the new areas requiring investigation, such as those of year-round schools and alternative schools. (Photographs may reproduce poorly.) (Author/WM)

ED 088 215 88 EA 005 949
Basic Quality Education. An Interim Report.
Montana State Dept. of Public Instruction, Helena.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Feb 74
Note—102p.; Presented to the Legislature, February 1974
Available from—Superintendent of Public Instruction, State Capitol, Helena, Montana 59601
EDRS Price MF-$0.75 HC-$5.40
Descriptors—*Basic Skills, Bibliographies, Community Involvement, Curriculum Development, *Educational Assessment, Educational Change, Educational Finance, Educational Improvement, *Educational Needs, Educational Objectives, *Educational Quality, Performance Criteria, Public School Systems, Standards, *State Programs, Tables (Data)
Identifiers—Basic Education, Elementary Secondary Education Act Title V, ESEA Title V, *Montana

Montana, like other States throughout the nation, is trying to improve the quality and effectiveness of education. Currently, education in Montana is prescribed by State statutes and standards for school accreditation, which statutes and standards are also integral to school funding. The State Board, concurring with the Senate, concluded that since the statutes and accreditation standards fail to define adequately a basic quality education, "interested persons and groups" should be consulted for assistance in developing a definition and goals. The ideas generated by and from people in all of the meetings regarding a basic quality education indicate that the participants want schools to help students acquire basic skills and they also want schools to help students in their personal development. Further, they see that the two must happen together, and that the school and the community share responsibility. These ideas, combined with others derived from the educational statements, provided a basis from which a definition of a basic quality education was formulated. The goal-setting process is based on the premise that if schools can determine what students should learn and can determine how they measure that learning, then questions of accountability can be more readily answered. The goals are therefore used to formulate measurable performance objectives for students at various grade levels. A selected bibliography by publication type and a list of the relevant publications of 24 States are included. (Author/WM)

ED 088 216 EA 005 950
Durward, Lynne
Computerized Scheduling in Vancouver Schools. A Research Report.
Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation.
Report No—RR-73-05
Pub Date Apr 73
Note—35p.
EDRS Price MF-$0.75 HC-$1.85
Descriptors—Administrative Problems, *Class Size, Computer Oriented Programs, *Computers, Facility Utilization Research, *Flexible Scheduling, Principals, Questionnaires, Research, *Scheduling, School Schedules, Secondary Schools, Simulation, Tables (Data)
Identifiers—British Columbia, Computerized Scheduling, *Vancouver

This study examined computerized scheduling in 16 Vancouver secondary schools by analyzing (1) the results of a questionnaire to the principals of the schools, (2) class size balancing by computer, and (3) the effect of additional simulate runs on the number of student conflicts and the "date of smooth operation." A simulate run is defined as being the same as a scheduling run except that the operation is stopped after students have been placed in courses of their choice for purposes of predicting possible conflicts in the final run. Results indicated that computerized scheduling saved both secretarial and teacher time, the majority of schools had smoothly operating timetables within the first two weeks of school, and class lists and textbook rental receipts were the most widely used extensions of the computer scheduling system. Analysis of the course masters confirmed that the class size balancing was good. While no significant relationship between the number of simulate runs and the conflict rate could be found, it appeared that additional simulate runs were advantageous. Schools with extra simulate runs were, in general, operating smoothly earlier. (Author/WM)

ED 088 217 EA 005 951
Overview of the Parent Child Center Management Information System. Final Report.
Abt Associates, Inc. Cambridge, Mass.
Spons Agency—Children's Bureau (DHEW), Washington, D.C. Div. of Research and Evaluation.
Report No—AAI-73-86
Pub Date 11 Jun 73
Note—90p.; A related document is EA 005 761
EDRS Price MF-$0.75 HC-$4.20
Descriptors—Child Welfare, *Counseling Programs, Data Collection, *Data Processing, Decision Making, Information Dissemination, Information Needs, Information Retrieval, Information Storage, *Information Utilization, *Management Information Systems, Management Systems, Parent Child Relationship, *Recordkeeping, Social Agencies, Systems Approach
Identifiers—*Parent Child Centers, PCC

The Parent Child Center Management Information System, the first operational MIS for a social action program relating to child welfare, consists of three interlocking components: a standard set of recordkeeping forms for the local Parent Child Center; a set of quarterly reporting forms that interface with the recordkeeping forms; and a series of management reports that can be produced from data that are reported on the quarterly reporting forms. The system links data reporting directly to management decisionmaking. It focuses, standardizes, and channels the flow of information needed for making rational decisions about funding, budgeting, program evaluation, contract compliance, and program planning; and the timing of the flow of this data is geared to cycles of important management decisions. The system is seen as a potentially valuable means of maximizing the benefits from limited resources by timely reduction of managerial uncertainties. Additionally, it links costs to services, permits management to see how human resources are being used in a labor-intensive program, and acts as an early warning system and makes hard facts available for appropriate corrective action so that management-by-purpose can replace management-by-exception. (Author/WM)

ED 088 218 EA 005 952
Callahan, John J. And Others
Urban Schools & School Finance Reform: Promise & Reality.
National Urban Coalition, Washington, D.C.
Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.
Pub Date Nov 73
Note—44p.; Related documents are ED 079 865 and ED 083 733
Available from—National Urban Coalition, 2100 M Street, N.W., Washington, D.C. 20037 ($1.75, Quantity Discounts)
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*Educational Finance, *Educational Legislation, *Equalization Aid, Evaluation, Financial Policy, Financial Problems, Fiscal Capacity, *Full State Funding, Metropolitan Areas, Policy Formation, Property Taxes, School Support, School Taxes, State Aid, Tables (Data), Tax Support, Urban Education, *Urban Schools
Identifiers—Policy Implications, *Tax Reform

This study focuses on how central city school districts can benefit from educational finance reform. The publication is designed for use by both those charged with the responsibility for education matters and by the general public. The document begins with a discussion of the fiscal impact of several popular alternative school finance reforms, including traditional percentage equalization, district power equalization, and full State funding of education. Next, it details the factors that affect city school finances, those to be considered in any significant school finance reform intending to aid urban school districts. The study examines what States have done in response to urban fiscal needs and presents an analysis of a suggested school finance reform measure, which can provide more broadgauged fiscal equity -- particularly for urban schools. The document concludes with suggested general policies that could be followed by large city and other fiscally disadvantaged school districts to make the most of future reform opportunities. (Page 45 may reproduce poorly.) (Author/DN)

ED 088 219 EA 005 953

Grubb, W. Norton

Wealth, Income, and Price Effects in Local School Finance.

Pub Date 18 Apr 74

Note—26p.; Paper presented at American Educational Research Association Annual Meeting (59th, Chicago, Illinois, April 15-19, 1974)

EDRS Price MF-$0.75 HC-$1.85

Descriptors—*Assessed Valuation, *Educational Economics, *Educational Finance, Educational Legislation, Equal Education, Evaluation Criteria, Fiscal Capacity, *Mathematical Models, Property Taxes, Resource Allocations, School Support, School Taxes, Speeches, *Tax Rates

Identifiers—Policy Implications, *Tax Reform

In this paper, the author attempts to clarify several implicit hypotheses about local school finance reform, set up tests whereby hypothesis validity can be affirmed or rejected, and outline the policy implications of the results. Two mathematical models of school district behavior are examined, and their implications are tested on a sample of 150 Massachusetts school districts. The first model assumes that the district reacts to the "effective" property base, so that a change in revenue is viewed identically whether the change resulted from a change in property tax rates or in property values. The second model indicates that reactions to changes in tax rates and to property values are different. It is demonstrated that the first model, which has dominated school finance reform litigation of the past five years, is unsupportable; and that its policy recommendations are insufficiently restrictive. (Author/DN)

ED 088 220 EA 005 954

Revenue Sharing Briefing Packet.

Office of Youth Development (DHEW), Washington, D.C. Div. of Youth Activities.

Pub Date 11 Mar 73

Note—28p.

EDRS Price MF-$0.75 HC-$1.85

Descriptors—Federal Government, *Federal Legislation, *Federal Programs, *Program Descriptions, *Program Guides, *Revenue Sharing

This document explains the main features of Federal Revenue Sharing. The publication begins by describing the historical background of revenue sharing in the United States from action taken during the Johnson administration and by the 91st Congress, the Nixon proposal for general and special revenue sharing, to the State and Local Fiscal Assistance Act of 1972. The document then summarizes the main features of the State and Local Fiscal Assistance Act giving the payment schedule through 1976, explains how the money is to be paid out, and defines the federal controls on the money spent. The publication concludes with advice about what program administrators should do to assure themselves of funding under revenue sharing. Appendixes contain the estimated first-year distribution of Federal Revenue Sharing Funds Under P.L. 92-512 for each individual State and lists of HEW regional offices and "key" agency regional personnel. (Parts of pages 5, 7, 19, 24, 25, and 26 may reproduce poorly.) (Author/DN)

ED 088 221 EA 005 955

Flynn, Donald L. And Others

The Resource Approach to Program Cost Analysis.

Pub Date Feb 74

Note—34p.; Paper presented at American Educational Research Association Annual Meeting (59th, Chicago, Illinois, April 15-19, 1974)

EDRS Price MF-$0.75 HC-$1.85

Descriptors—*Cost Effectiveness, Educational Economics, Educational Finance, *Educational Planning, Expenditure Per Student, Models, *Program Budgeting, *Program Costs, Program Planning, *Resource Allocations

This paper develops the techniques for allocating the quantity of a school's resources to particular programs and classrooms within the school, considering the sharing of resources. The methodology presented determines the cost of an educational program by identifying the resources utilized in a program. All costs are taken into consideration and are placed within the framework of staff, equipment, materials, facilities, and services. The paper suggests that this methodology is much stronger than the more traditional budgetary and cost/pupil approach. (Author)

ED 088 222 EA 005 956

Cerrito, August E.

Program Budgeting for School Districts. Supplement to Handbook 3 Budgeting.

New York State Education Dept., Albany. Div. of Educational Management Services.

Pub Date 73

Note—67p.; A related document is ED 065 922

EDRS Price MF-$0.75 HC-$3.15

Descriptors—*Administrator Guides, Boards of Education, Budgeting, Budgets, *Cost Effectiveness, Decision Making, Educational Finance, Expenditures, Guidelines, *Models, Money Management, *Program Budgeting, Program Costs, *Resource Allocations, School Funds, Systems Approach

Identifiers—*Planning Programming Budgeting Systems, PPBS

The purpose of this handbook is to help clarify some of the procedural aspects leading to implementation of a program budgeting system and thereby assist those boards of education and administrators contemplating installation of program budgeting and, ultimately, a comprehensive program, planning, budgeting, system within their districts. The publication begins by considering the history, background, and purpose of program budgeting. A 2-phase model to implement program budgeting is then developed. Phase I is basically a program costing mechanism that generates cost data for identified educational programs. The program structure is arranged by locations (building units), programs (grade level), and subprograms (subject area within grade level). Phase II includes rudimentary planning, programing, and evaluation components within the budgeting cycle. Ten illustrative data forms to be used in program budgeting are included. A selected bibliography on program budgeting is included. (Author/DN)

ED 088 223 EA 005 957

Designing Schools To Minimize Damage from Vandalism and Normal Rough Play.

Educational Facilities Labs., Inc., New York, N.Y.

Pub Date Mar 74

Note—8p.; Schoolhouse (EFL Newsletter); n15 Mar '74; A related document is EA 005 856

EDRS Price MF-$0.75 HC-$1.50

Descriptors—Delinquency Prevention, Facility Utilization Research, *Physical Design Needs, *Prevention, *School Design, School Environment, *School Vandalism, Student Behavior

School districts are reluctantly paying for repairing damage to their properties that might not have occurred had the buildings and sites been better designed. A study to determine what designers and owners can do to prevent or diminish damage to schools through more careful planning and design reveals five major design issues pertinent to the problem of property damage in schools. The first three, access to roofs, entrances, and predictable rough play spaces, relate to the question of access and the proximity of rough activities to unprotected windows and fragile hardware. The other two design issues relate to the damage-ability of walls and ground materials. This report deals with one aspect of the solution -- what to watch for when designing new schools. (Author/MLF)

ED 088 224 EA 005 958

Kohl, Mary

Guide to Selected Art Prints. Using Art Prints in Classrooms.

Oregon Association for Supervision and Curriculum Development, Salem.

Pub Date Mar 74

Note—43p.; Oregon ASCD Curriculum Bulletin v28 n322

Available from—Oregon Association for Supervision and Curriculum Development, P.O. Box 421, Salem, Oregon 97308, ($2.00)

EDRS Price MF-$0.75 HC-$1.85

Descriptors—*Art Appreciation, *Art Education, *Art Expression, Color Presentation, Elementary Schools, *Painting, Space, *Teaching Guides

Identifiers—Texture

A sequential framework of study, that can be individually and creatively expanded, is provided for the purpose of developing in children understanding of and enjoyment in art. The guide indicates routes of approach to certain kinds of major art, provides historical and biographical information, clarifies certain fundamentals of art, offers some activities related to the various elements, and conveys some continuing enthusiasm for the wonder of art creation. The elements of art--color, line, texture, shape, space, and forms of expression--provide the structure of pictorial organization. All of the pictures recommended are accessible to teachers through illustrations in familiar art books listed in the bibliography. (Author/MLF)

ED 088 225 EA 005 959

Boardman, Richard Brandt, Linda

METCO--A Descriptive Report.

Center for Urban Education, New York, N.Y.

Pub Date 68

Note—168p.; A related document is ED 047 076

EDRS Price MF-$0.75 HC-$7.80

Descriptors—Academic Achievement, Action Programs (Community), *Bus Transportation, Civil Rights, *Disadvantaged Youth, Educational Innovation, Elementary Schools, *Integration Effects, Parent Participation, Program Descriptions, School Community Cooperation, School Integration, Secondary Schools, Suburban Schools, Transfer Programs, *Urban Schools, *Voluntary Integration

Identifiers—Boston, METCO, *Metropolitan Council for Educational Opportunity

METCO is a nonprofit organization that provides screening, placement, and busing services for Negro children (K-12) from predominantly black schools in Boston to predominantly white schools in 16 of the cities and towns surrounding Boston. All of the students, representing a variety of academic, socioeconomic, and family backgrounds, volunteer for the program. The primary objective of the program has been to provide a better educational experience for the inner-city students. A secondary program objective has been to increase social contact and enhance communication between black urban and white suburban children. This publication presents a chronology of program-related events, beginning with the genesis of the program in 1964. Program data stem from published reports, newspaper articles, and discussions with individuals directly and indirectly involved in the program. Findings from a sociometric questionnaire, administered in 1967 to study the degree and nature of social interaction in METCO classrooms, are summarized and labeled. (Document may reproduce poorly in hard copy because of marginal legibility.) (Author/MLF)

ED 088 226 80 EA 005 960

Title III and Changing Educational Designs.

George Washington Univ., Washington, D. C. National Advisory Council on Supplementary Centers and Services.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Apr 73

Note—52p.; The Title III Quarterly, Spring 1973

EDRS Price MF-$0.75 HC-$3.15

Descriptors—Alternative Schools, Behavior Change, *Educational Change, Educational Environment, *Educational Innovation, *Educational Problems, Elementary Schools, Federal

Aid, High Schools, Individualized Instruction, *Information Dissemination, Libraries, Open Education, Program Content, Program Descriptions, *School Community Relationship, Secondary Schools, Urban Education
Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III
Projects are described that emphasize broad-based or comprehensive approaches to educational change, and are the result of a community-wide planning process designed to identify and then address core educational problems. Projects included in this publication are divided into "Changing Schools," which contains descriptions of projects whose primary intent is to alter the organization, norms, curriculum content, or structure of a single institution (generally a school building); "Changing School Systems," which includes projects that address in some way system-wide or multiple-school problems; and "Change Through Dissemination and Training." These projects present several creative approaches for disseminating information on promising educational practices and for helping teachers adopt new materials and instructional techniques. (Photographs will reproduce poorly.) (Author/MLF)

ED 088 227 EA 005 961
Clemens, Robert A.
Purchasing. School Business Management Handbook Number 5. Revised.
New York State Education Dept., Albany. Div. of Educational Management Services.
Pub Date Jan 74
Note—93p.
EDRS Price MF-$0.75 HC-$4.20
Descriptors—Administrative Personnel, Administrator Guides, Bids, *Business Administration, *Contracts, *Costs, *Purchasing, *Supplies
Identifiers—*New York State
Purchasing is a practical science and one of the most highly specialized activities of the school administration. Simply stated, it is the process of having the right material or service from the right source, in the right quantity, at the right place, at the right time, and at the right price. The purchasing agent is faced with a formidable task in seeking to satisfy the criteria of (1) the right quality and quantity and (2) purchase at the lowest possible cost. This handbook has been prepared primarily for the guidance of the administrator responsible for purchase and supply. Detailed procedures that have proven their effectiveness in many school systems are suggested. The basic principles remain relatively constant, whether the school district is large or small; or whether purchasing is done by a full-time purchasing agent, a business administrator, a clerk of the board, a principal, or a superintendent of schools. An attempt is made to present information essential to the proper operation of a school purchasing office in the State of New York. (Author)

ED 088 228 EA 005 962
Phay, Robert E., Ed.
The Yearbook of School Law--1973.
National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date 73
Note—259p.; Related documents are EA 005 963-969
Available from—National Organization on Legal Problems of Education, 825 Western Avenue, Topeka, Kansas 66606 ($7.95 postage prepaid)
Document Not Available from EDRS.
Descriptors—*Court Cases, Educational Facilities, Educational Finance, Elementary Education, Equal Education, Higher Education, Legal Responsibility, Parochial School Aid, Property Taxes, School Districts, School Integration, *School Law, Secondary Education, Student Rights, Teachers, *Yearbooks
This yearbook continues a series that has given a concise reference and analysis of school law decisions to school administrators, school attorneys, school board members, and others who need to know the latest court decisions affecting school operations. Its seven chapters summarize and analyze all of the 1972 Federal and State Supreme Court decisions that affect schools. Each chapter was written by an authority in a particular area of school law. The areas covered are (1) school districts and educational administration; (2) school finance; (3) pupils; (4) teachers and school employees; (5) school property; (6) tort liability of school districts, officers, and employees; and (7) higher education. (Author/JF)

ED 088 229 EA 005 963
Cummings, Jasper L., Jr.
School Districts and Educational Administration.
National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date 73
Note—23p.; Chapter 1 of The Yearbook of School Law 1973, EA 005 962
Available from—Not available separately, see EA 005 962
Document Not Available from EDRS.
Descriptors—Board Candidates, Board of Education Role, *Boards of Education, *Court Cases, Elections, Elementary Schools, Mergers, *School Districts, *School Law, Secondary Schools, *Yearbooks
Almost every court case concerning education involves a school board or a district in some way. This chapter, one of seven in the 1973 Yearbook of School Law, reports those court opinions that deal directly with school boards or districts and educational administration and that were decided in 1972. The major topics covered include powers and duties of boards, judicial review of board actions, relationship of school boards to other local governmental bodies, school board meetings, school board membership and elections, and school district creation and merger. Many other opinions concerning school board powers in relation to students, teachers, school finance, and other such school matters are covered in other chapters of the book. (Author/JF)

ED 088 230 EA 005 964
Campbell, William A.
School Finance.
National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date 73
Note—27p.; Chapter 2 of The Yearbook of School Law 1973, EA 005 962
Available from—Not available separately, see EA 005 962
Document Not Available from EDRS.
Descriptors—Bond Issues, *Court Cases, *Educational Finance, Elementary Schools, *Equal Education, *Parochial School Aid, Property Taxes, *School Law, Secondary Schools, State Church Separation, Yearbooks
In 1972, school finance emerged as a major area of litigation. The most important of the cases dealt with support for private schools and State allocation formulas for local school districts. In Wolman vs Essex, the United States Supreme Court upheld a lower court's decision that State-funded tuition grants to parents of children attending private schools were unconstitutional, and, in San Antonio Independent School District vs Rodriguez, the Court upheld the use of the local ad valorem property tax as a major component in the financing of public education. The cases in this chapter, one of seven in the 1973 Yearbook of School Law, reflect those court opinions that are of general interest; no attempt has been made to analyze every decision in the area of school finance. (Author/JF)

ED 088 231 EA 005 965
Goldstein, Stephen R.
Pupils.
National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date 73
Note—45p.; Chapter 3 of The Yearbook of School Law 1973, EA 005 962
Available from—Not available separately, see EA 005 962
Document Not Available from EDRS.
Descriptors—After School Activities, *Court Cases, Due Process, Elementary Schools, Equal Protection, Freedom of Speech, *Mentally Handicapped, Mental Retardation, *School Law, Secondary Schools, *Sex Discrimination, *Student Rights, Yearbooks
Identifiers—Married Students, Sex Stereotypes
In 1972, student rights remained a major subject of litigation, although only a few new issues emerged in that area. The courts continued to disagree and reaffirmed their views on student expression in school and on procedural standards for student discipline. However, 1972 saw important new or renewed developments in several other areas of the law concerning pupils. These developments included the educational rights of those who are alleged to be mentally retarded or otherwise mentally handicapped, the rights of girls, and the separation of students in school and school activities on the basis of sex. This last area focused primarily on extracurricular activities and was, therefore, also a part of another major legal issue of 1972--the legal status of extracurricular activities and particularly the rule-making power of interscholastic athletic associations and individual schools. If one theme seems to run through these 1972 cases, from many different jurisdictions, it is a judicial concern with the exclusion of groups--e.g., the mentally retarded, girls, and married students--from school or school activities. This chapter, one of seven in the 1973 Yearbook of School Law, explores these and other questions in summarizing and discussing the cases that relate directly to pupils' rights and responsibilities. (Author/JF)

ED 088 232 EA 005 966
Punke, Harold H.
Teachers and School Employees.
National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date 73
Note—43p.; Chapter 4 of The Yearbook of School Law 1973, EA 005 962
Available from—Not available separately, see EA 005 962
Document Not Available from EDRS.
Descriptors—Collective Negotiation, *Court Cases, *Due Process, *Employees, Leave of Absence, Loyalty Oaths, Racial Discrimination, Salaries, *School Law, Teacher Associations, Teacher Certification, Teacher Discipline, Teacher Dismissal, *Teachers, Tenure, Yearbooks
From year to year the types of disputes that courts are asked to settle regarding teachers and other school employees vary considerably. This variation may result in part from previous litigation that was directly related to teachers and presumably settled specific issues regarding them, has modified the apparent urgency of such litigation, or has pointed to the need for reformulating complaints. These dispute variations may also result from an expansion of public education and teacher service in general American cultural development and a new awareness of the status and rights of employees in the nation's economy. Concern about such matters as discrimination in teacher employment, collective bargaining, and due process of law in job termination may reflect the second basis of variation. This chapter, one of seven in the 1973 Yearbook of School Law, reports those court opinions that deal directly with teachers and school employees. Some of the topics covered include eligibility to teach, loyalty oaths and flag salutes, discrimination in employment, school board discretion to dismiss and discipline teachers, tenure and seniority, substantive and procedural due process rights of teachers, collective bargaining and union activity, compensation, and leaves of absence. (Author/JF)

ED 088 233 EA 005 967
Delon, Floyd G.
School Property.
National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date 73
Note—25p.; Chapter 5 of The Yearbook of School Law 1973, EA 005 962
Available from—Not available separately, see EA 005 962
Document Not Available from EDRS.
Descriptors—Bond Issues, Contracts, *Court Cases, *Educational Facilities, Elections, *School Construction, *School Integration, *School Law, School Maintenance, Student Rights, Yearbooks
This chapter, one of seven in the 1973 Yearbook of School Law, reviews the status and development of the law governing school property during 1972. It is based primarily on an analysis of court decisions during that year. The cases divide into (1) those dealing with the acquisition, management, and disposition of school property; and (2) those dealing with the construction of school buildings. While many of these decisions involved the drafting of specific State statutes or the application of recognized common law principles, and increased number of cases dealt with constitutional issues stemming from the school

board's handling of property matters that affected student and teacher rights. (Author/JF)

ED 088 234 EA 005 968

Lenaghan, James M.

Tort Liability of School Districts, Officers, and Employees.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date 73

Note—23p.; Chapter 6 of The Yearbook of School Law 1973, EA 005 962

Available from—Not available separately, see EA 005 962

Document Not Available from EDRS.

Descriptors—Administrative Personnel, *Boards of Education, Civil Rights, *Court Cases, Insurance Programs, *Legal Responsibility, *School Districts, *School Law

Identifiers—*Tort Liability

A tort is a civil wrong not based on a contractual obligation and which results in injury to a person. In a tort action, the injured party can collect from whomever injured him. This chapter, one of seven in the 1973 Yearbook of School Law, reports those court opinions that deal directly with tort liability of school districts, officers, and employees. In early yearbooks, tort cases represented the majority of legal actions involving schools. More recently, however, the number of tort cases represented has declined as student expulsion and teacher employment suits came to the forefront. Nevertheless, in the last two years more tort litigation has reappeared. In addition, actions against school administrators and school board members under Section 1983 of the Civil Rights of 1871 have become more common. Finally, new types of action have appeared, many concerning the poor quality of schools or nonattendance in school. Some of the topics covered include the nature of negligence, assault and battery, defamation, governmental immunity, contributory negligence, indemnification, insurance, individual liability of school board members and school administrators, and new tort causes of action. (Author/JF)

ED 088 235 EA 005 969

Knowles, Laurence W. Wedlock, Eldon D., Jr.

Higher Education.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date 73

Note—59p.; Chapter 7 of The Yearbook of School Law 1973, EA 005 962

Available from—Not available separately, see EA 005 962

Document Not Available from EDRS.

Descriptors—Boards of Education, College Faculty, *Court Cases, Discipline, Educational Accountability, Educational Facilities, Extramural Athletic Programs, *Higher Education, Legal Responsibility, *School Law, *Student Rights, Tuition, *University Administration, Yearbooks

Courts have been consistently reluctant to interfere with governing boards' powers to control the administration of institutions of higher education. This deference seems to be based on the belief that board expertise makes it significantly more qualified than are the courts to make the necessary administrative decisions. Uncritical deference by judges to decisions of governing boards of institutions of higher learning may have an unarticulated basis--the courts may wish to support these boards in an embattled era in higher education. They may believe that any decision against a board may so undercut its respect and authority in other critical areas that all doubts should be resolved in favor of the governing body. The cases discussed in this chapter, one of seven in the 1973 Yearbook of School Law, with few exceptions, tend to support this inference. The cases discussed are grouped under: organization and administration, property and buildings, liability, faculty, discrimination, aid to private education, student discipline, student fees and tuition, regulation of student life style, intercollegiate athletics, and accountability to students. (Author/JF)

ED 088 236 EA 005 970

Place, Roger A.

Appraising Managerial Performance for Salary Purposes.

Pub Date 24 Feb 74

Note—4p.; Paper presented at American Association of School Administrators Annual Convention (106th, Atlantic City, New Jersey, February 24-28, 1974)

EDRS Price MF-$0.75 HC-$1.50

Descriptors—*Administrator Evaluation, Educational Administration, Educational Assessment, Evaluation, *Incentive Systems, *Management, Merit Pay, *Performance, Performance Criteria, Public School Systems, Rewards, *Salaries, Speeches

Identifiers—Management by Objectives

Since appraising managerial performance for salary purposes appears to be a common feature of many executive compensation plans throughout the business world, the author presents several emerging trends in these private sector compensation plans and suggests their possible application to the compensation of educational administrators. He reviews two of these trends--performance shares compensation and "-cafeteria" compensation packages designed by the individual executive. (Author/WM)

ED 088 237 EA 005 971

Place, Roger A.

Removing the Incompetent Practitioner.

Pub Date 26 Feb 74

Note—4p.; Paper presented at American Association of School Administrators Annual Convention (106th, Atlantic City, New Jersey, February 24-28, 1974)

EDRS Price MF-$0.75 HC-$1.50

Descriptors—*Administrator Guides, Civil Rights, *Due Process, *Effective Teaching, Evaluation, Personnel Evaluation, Public School Systems, Speeches, *Teacher Dismissal, *Teacher Evaluation, Teacher Improvement, Teaching Quality

Identifiers—Competency, Management by Objectives

This speech highlights the procedures successfully employed by the Norfolk Public Schools as it endeavors to improve teaching competency and remove the incompetents from its ranks. Detailed attention is devoted to the work of the Teacher Efficiency Evaluation Committee and to those formal programs for improvement containing job targets and performance objectives capable of assessment. Also discussed are some additional considerations encompassing procedures necessary to ensure that the school administrator meets the court's expectations that the due process rights of the incompetent teacher are guaranteed. (Author/WM)

ED 088 238 EA 005 972

Rohwer, William D., Jr.

Improving Instruction in the 1970s--What Could Make a Significant Difference?

California Univ., Berkeley. Inst. of Human Learning.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.

Pub Date Feb 73

Note—16p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-$0.75 HC-$1.50

Descriptors—*Change Strategies, *Educational Change, *Educational Development, Educational Philosophy, *Educational Research, Instructional Design, *Instructional Improvement, Instructional Innovation, Speeches

This paper builds a strategy for ways in which instruction can be improved through research. The strategy is one that thinks of instructional changes as those that promise to make significant differences in instructional outcomes and then determines whether or not these changes fulfill their promises. The document cites evidence that supports the need for improvement in normal instruction, and then describes the author's strategy in three steps. The educational change strategist is enjoined to first define, classify, and schedule instructional objectives in terms of student performance; then analyze the performances to produce a specification of the demands they make on learners and to find analagous nonschool tasks that make these same demands (these tasks can also be used for research purposes); and finally formulate and test hypotheses that identify the principal sources of variance in attaining mastery of these tasks. The author then considers two hypotheses about the principal sources of variance in attaining mastery of tasks and speculates as to what instruction might be like if research were to produce evidence of their viability. (Author/DN)

ED 088 239 EA 005 974

Miller, Etta Zamoff, Richard

An Analysis of Two Teachers Union Contracts with Large Urban School Systems.

Center for Urban Education, New York, N.Y.

Pub Date Apr 69

Note—153p.

EDRS Price MF-$0.75 HC-$7.80

Descriptors—Boards of Education, *City Problems, Collective Bargaining, *Collective Negotiation, *Contracts, Educational Research, Employment Problems, School Districts, *Teacher Associations, Teachers, Teacher Strikes, Unions, *Urban Schools

Identifiers—Detroit, New York City, *Teacher Unions

This study deals with the urban school system as a contracting agency which must negotiate with an organized group of employees who formerly were relatively powerless in presenting demands. The focus of the study is on the contracts drawn between the boards of education of New York City and Detroit with the respective teachers' unions in these cities following strikes in 1967-68. Part of the study deals with the impact of the contracts on teachers and principals in each city, and a search is made for some of the factors related to the climate for board-union negotiations in the two cities. A key finding of the study is that a qualitative difference in the climate for negotiations exists in the board-union relationship in each of the cities. Questionnaires completed by samples of teachers, principals, and the union's building representatives were the major instruments used to get at the questions in this study. Information was also gathered from detailed examinations of the two contracts and interviews with selected spokesmen for the boards and unions in the two cities. (Author)

ED 088 240 EA 005 975

Grant, W. Vance Lind, C. George

Digest of Educational Statistics, 1973 Edition.

National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—DHEW-OE-74-11103

Pub Date 74

Note—178p.; A related document is ED 083 677

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($2.10)

EDRS Price MF-$0.75 HC-$9.00

Descriptors—Academic Achievement, Adult Education, Degrees (Titles), Dropout Rate, Educational Facilities, *Elementary Education, Employment Statistics, Enrollment, Expenditures, Graduates, *Higher Education, Income, Libraries, School Districts, School Holding Power, *Secondary Education, *Statistical Data, Teachers

The 12th in a series of annual publications, this document provides an abstract of statistical information covering American education from kindergarten through graduate school. Subjects on which statistics are provided include the number of schools and colleges; and information on enrollments, teachers, graduates, educational attainment, finances, federal funds for education, libraries, international education, and research and development. The digest is divided according to (1) all levels of education, (2) elementary and secondary education, (3) higher education, (4) federal programs for education and related activities, and (5) selected statistics related to education in the United States. Innovations include trend data on high school enrollments in foreign languages; expanded coverage of the field of adult education; statistics from the Bureau of Labor Statistics on the number of librarians; salaries of instructional staff in colleges and universities by type of institution, academic rank, and sex; and summary data from the National Longitudinal Study of the High School Class of 1972. (Author)

ED 088 241 EA 005 976

Population Characteristics. School Enrollment in the United States: October 1973 (Advance Report). Current Population Reports. Series P-20, No. 261.

Bureau of the Census (DOC), Suitland, Md.

Report No—P-20-261

Pub Date Mar 74

Note—7p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.25)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Census Figures, Colleges, Elementary Schools, *Enrollment, *Enrollment Trends, Population Trends, Secondary Schools, *Statistical Data, *Student Enrollment, Tables (Data)
The school enrollment statistics reported in this publication are based on the Current Population Survey conducted in October 1973 by the Bureau of the Census. Although this report features the school enrollment of persons 3-34 years of age, 787,000 additional persons 35 and over are reported as enrolled in college. Two tables provide information on the school enrollment status of the population 3-34 years of age by level of school, age, and race for October 1964 to October 1973; and by age, race, sex, and selected educational characteristics. Two subsequent tables present the enrollment of the population 14-34 years of age by race and sex, from October 1964 to October 1973 and the college enrollment of this same age group by type of college and year of enrollment for October 1973. (Author/DN)

ED 088 242 EA 005 977
Runkel, Philip J.
Conditions for Success and Failure of Organizational Development in Schools.
Pub Date 16 Apr 74
Note—14p.; Speech given before American Educational Research Association Annual Convention (59th, Chicago, Illinois, April 15-19, 1974)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Educational Innovation, *Educational Research, Educational Theories, Organizational Change, *Organizational Development, *School Organization, Speeches, Success Factors
This paper discusses differences among schools in their readiness for organizational development interventions. The author begins by outlining criteria for organizational success. He then discusses two variables that have been found important in assessing readiness to profit from organizational development; i.e., readiness for collaboration and ready access to novel ideas or the "variety pool." The author suggests that schools must adapt any organizational development strategy to meet local problems. Consequently, "-failure" to adopt prepackaged innovation is often a successful use of resources in meeting a local problem. Systematic effort by a client does not always require "success," but only that the school feel it has learned something and is likely to spend less effort than before on working toward desirable outcomes. The author concludes by suggesting that the most "innovative" schools are not necessarily the most effective. (Author/DN)

ED 088 243 EA 005 978
Davis, Robert F.
Mental Health Program for Sacramento Unified School District Elementary School Principals.
Pub Date Sep 73
Note—63p.; Practicum report in partial fulfillment of National Ed.D. Program for Educational Leaders, Nova University
EDRS Price MF-$0.75 HC-$3.15
Descriptors—Elementary Schools, *Health Needs, *Mental Health, *Mental Health Programs, Practicums, *Principals, Program Descriptions, Program Evaluation, School Community Relationship, School Districts, School Personnel, *Workshops
Identifiers—*Sacramento Unified School District
This study reports on the development of a professionally prepared and delivered mental health program addressed to the needs and interests of elementary principals in a California school district. The needs of the principals were identified at a series of meetings with the district's principals association in which 15 program goals were established. Execution of the program included the communication of these needs to and consultation with school administration, the personnel service office, the staff training services department, and with appropriate community service agencies. A series of three 2-hour mental health workshops for principals, conducted with the assistance of mental health specialists, focused on the subjects of stress, anxiety, drug abuse, alcohol, mental problems, and suicide prevention. Evaluation of the program by means of a test instrument developed by the author and administered after the third workshop showed, on the part of participant principals, improved, positive attitudes toward mental health. (Author)

EC

ED 088 244 EC 061 294
A Curriculum Guide for Primary and Intermediate Special Education in the Opelika City Schools. Revised Edition.
Opelika City Schools, Ala.
Spons Agency—Alabama State Dept. of Education, Montgomery.; Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Report No—10-69-0179
Pub Date 72
Note—314p.; See EC 061295 for related information
EDRS Price MF-$0.75 HC-$15.00
Descriptors—*Behavioral Objectives, Childhood, Communication Skills, *Curriculum Guides, Elementary School Students, *Exceptional Child Education, Handicapped Children, *Individualized Instruction, Mathematics, Physical Education, *Special Education
Identifiers—Elementary Secondary Education Act Title III, ESEA Title III
Presented is a curriculum guide for primary and intermediate special education in the areas of communication skills, arithmetic, science, and physical education. The guide, prepared by the Opelika (Alabama) schools, is said to be based on assumptions such as the values of structured individualized learning, use of materials which do not require reading ability, and development of feelings of competence. Noted is the belief that special education students can learn more in less time if provided with an appropriate curriculum. Major knowledge and skill groupings are presented as either a stimulus-response training sequence or as a continuum of sequential education units. It is stressed that the multi-level program provides for differences in learning pace through achievement of objectives at six sequential plateaus. Briefly considered are a procedure for instructional placement, differences between training and education components, and meanings of terms such as percept, generalization, and competency. Provided for oral, pictorial, and written communication skills are 198 objectives. Approximately 450 arithmetic objectives are listed and coordinated with commercial programs for the subject areas of location and direction, measurement, time and motion, money concepts, numbers and grouping, fractions, and geometric forms. The 525 science objectives deal with concepts about the earth, plants, animals, people, and matter and energy. The physical education component stresses fundamental movements with emphasis on balance and posture, body image and differentiation, and perceptual-motor match. (DB)

ED 088 245 EC 061 295
Arithmetic Skills--Location and Direction, Plateau 2: Teachers Instructional Guide for Primary and Intermediate Special Education. Revised Edition.
Opelika City Schools, Ala.
Spons Agency—Alabama State Dept. of Education, Montgomery.; Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Report No—10-69-0179
Pub Date 72
Note—36p.; See EC 061294 for the basic curriculum guide
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*Behavioral Objectives, *Concept Formation, *Curriculum Guides, *Exceptional Child Education, Handicapped Children, *Mathematics, Special Education
Identifiers—Elementary Secondary Education Act Title III, ESEA Title III
Presented is an arithmetic instructional guide for teaching location and direction concepts to elementary special education students. It is explained that the guide is intended to be used as a supplement to the basic curriculum guide (EC 061 294) prepared by the Opelika, Alabama public schools. Provided is information on using the guide, terms such as percept and competency, the assessment and placement procedure, management of continuous progress learning, and teaching methods. A chart lists instructional materials needed for the 22 objectives of the plateau. Examples of objectives and instructional procedures include showing comprehension of the concept "across" or "front" and "back" by following instructions such as "walk across the room" and "draw a house on the front of your paper and a boy on the back". (DB)

ED 088 246 EC 061 296
Padilla, Amado M. Ruiz, Rene A.
Latino Mental Health: A Review of Literature.
National Inst. of Mental Health (DHEW), Rockville, Md.
Report No—DHEW-HSM-73-9143
Pub Date 73
Note—195p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402 (Stock # 1724-00317,$1.95)
EDRS Price MF-$0.75 HC-$9.00
Descriptors—*Disadvantaged Youth, Ethnic Groups, *Exceptional Child Research, Literature Reviews, *Mental Health, Minority Groups, *Research Reviews (Publications), *Spanish Americans
Reviewed from an interdisciplinary viewpoint is the available literature on the mental health of Spanish speaking, Spanish surnammed (SSSS) individuals and communities in the United States. It is reported that over 9 million U.S. residents are of Spanish origin, that the SSSS are usually on the lowest rung of the socioeconomic ladder, that the SSSS represent a heterogeneous population (Mexican and Puerto Rican subgroups have important differences), and that differences in duration of residence in the U.S. result in important differences within subgroups. Described is the delivery of mental health services to the SSSS, and identified are normative coping behaviors characteristic of the SSSS. Also discussed are test assessment of personality and intellectual factors and the academic performance of SSSS school children. Other topics considered include the effects of prejudice and discrimination, cooperative and competitive behaviors, and the social and psychological implications of bilingualism. Among conclusions of the analytic review is the paucity of research on the mental health of the SSSS, the need for longitudinal and multidisciplinary research methods, the need for programs emphasizing prevention and rehabilitation, and the need for research which controls significant variables such as socioeconomic status. (DB)

ED 088 247 EC 061 304
Plan for Everyone: The Involvement of Low Income and Minority Members.
National Association for Retarded Citizens, Arlington, Tex.
Spons Agency—Zeta Tau Alpha, Evanston, Ill.
Pub Date Dec 73
Note—26p.; Prepared by the NARC Poverty and Mental Retardation Committee
Available from—National Association for Retarded Citizens, P.O. Box 6109, 2709 Avenue E East, Arlington, Texas 76011 ($.35)
EDRS Price MF-$0.75 HC-$1.85
Descriptors—Disadvantaged Youth, *Exceptional Child Education, *Low Income Groups, *Mentally Handicapped, *National Organizations, *Program Development, Social Problems
The monograph by the National Association for Retarded Citizens (NARC) examines issues relevant to the involvement of low income and minority groups in mental retardation programs. It is stressed that a child in a low income family is more likely to be retarded than a child from a higher income family and that this interrelationship perpetuates a cycle of poverty. Previous experience is said to have taught that traditional enlistment approaches discourage participation in ARC programs by low income groups. Emphasized is the need to find out what low income residents desire in mental retardation programs. Provided are sociological facts and statistics from the federal poverty guidelines useful for persons dealing with low income families. Suggested are ways to contact families through churches, schools, clinics, recreation areas, and social agencies. Contacts are seen to serve as bridges between local ARC chapters and the poor. Recommended are local ARC projects such as providing a service not previously available to

demonstrate ARC effectiveness in dealing with problems of low income families. Suggestions for involving low income members in ARC chapters include helping meet transportation needs and simplifying parliamentary procedure at meetings. Encouraged is the participation of youth in ARC chapters. A major function of ARC is thought to be service as a catalyst to broaden existing services to the retarded. (DB)

ED 088 248 EC 061 305
Second Continuation Proposal for Strategies in Early Childhood Education.
Cooperative Educational Service Agency 13, Waupun, Wis.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Wisconsin State Dept. of Education, Madison.
Pub Date 72
Note—98p.
EDRS Price MF-$0.75 HC-$4.20
Descriptors—Diagnostic Teaching, *Early Childhood Education, *Exceptional Child Education, Identification, *Intervention, *Learning Disabilities, *Program Proposals, Screening Tests
Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

Presented is the continuation proposal for Title III funding of a program which serves approximately 2,000 kindergarten and first grade children by early identification of learning needs and diagnostic-prescriptive intervention. Program components are given to include comprehensive screening to identify individual needs in the areas of motor development, auditory perception, visual perception, and language development; prescriptive teaching; and inservice training sessions for staff. Provided are statistical data in the areas of general information, the budget summary, project participation, personnel, and persons served by program components. Discussed in the narrative section are project development, the program model, the screening procedure, individualized instruction, and evaluation findings including increased use by teachers of diagnostic-prescriptive techniques and improved performance by students on the Metropolitan Readiness Test. Given in chart form are six program goals with related performance and process objectives. Also provided is a list of program participant functions, calendar of events, and a summary of staffing plans. Appended are a class analysis chart, the screening device, and a listing of suggested parent-child activities. (DB)

ED 088 249 EC 061 306
Cegelka, Walter J., Ed.
Education of Mentally Retarded Persons: Selected Papers.
National Association for Retarded Children, Arlington, Tex. South Central Regional Office.
Pub Date 71
Note—162p.; Conference Proceedings on the Education of Mentally Retarded Persons (Chase-Park Plaza Hotel, St. Louis, Missouri, September 17-19, 1971)
EDRS Price MF-$0.75 HC-$7.80
Descriptors—*Conference Reports, *Educational Needs, *Equal Education, *Exceptional Child Education, Legislation, *Mentally Handicapped, Program Descriptions

Provided are 15 papers originally presented at a 1971 national conference on the education of mentally retarded persons. Papers deal with the following topics: current issues in the education of the mentally retarded, right to education, information and practical politics, a program for improving mealtime behaviors of a severely retarded child, transportation services, curriculum development, residential education programs, classification and placement, severely and profoundly retarded persons in the public schools, the Developmental Disabilities Act's implications for continuing education, practical insights needed for achieving sound educational programs, effecting change in the educational system, and federal legislation and the mentally retarded child. (DB)

ED 088 250 EC 061 308
A Study of Georgia's Criminal Justice System as It Relates to the Mentally Retarded, i.e. Law Enforcement, Judicial, and Incarceration.
Atlanta Association for Retarded Children, Inc., Decatur, Ga.
Pub Date Feb 73
Note—25p.
EDRS Price MF-$0.75 HC-$1.85
Descriptors—Adolescents, Adults, Corrective Institutions, Criminals, Delinquents, *Exceptional Child Services, *Mentally Handicapped, *Prisoners, *Program Proposals, Services
Identifiers—*Georgia

Described is a proposed 2-year study by the Atlanta Association for Retarded Children of Georgia's criminal system as it relates to the mentally retarded. The primary purpose of the study is said to be the determination of the best system for the delivery of services to mentally retarded individuals incarcerated in Georgia's penal institutions. Listed are specific objectives such as making recommendations to law enforcement agencies regarding contacts with the mentally retarded offender. Noted in the section on historical background is the high percentage of juvenile and adult inmates who are retarded. Discussed under procedures are the general rationale of the project, the planning stage, the inquiry stage, and the implementation stage. Summarized are staffing plans and budget projections. Appended are an analysis of the cost-benefits of prison rehabilitation, statistics on the mentally retarded in Georgia prisons, resumes of staff members, and letters of endorsement. (DB)

ED 088 251 EC 061 309
A Study of Georgia's Services for the Mentally Retarded, Volume I.
Atlanta Association for Retarded Children, Inc., Decatur, Ga.
Pub Date Jan 72
Note—122p.; For Volume II see EC 061310
EDRS Price MF-$0.75 HC-$5.40
Descriptors—Community Role, *Exceptional Child Services, *Mentally Handicapped, *Normalization (Handicapped), Program Evaluation, Program Planning, *State Surveys
Identifiers—*Georgia

Presented is the first of two volumes reporting on a 2-year study of Georgia's services to the mentally retarded by the Atlanta Association for Retarded Children (AARC). Discussed in the section on organization, philosophy and methodology is the concept of normalization as an underlying philosophy of AARC. Briefly described are model programs observed in Denmark, Sweden, Belgium, the Netherlands, England, Wisconsin, and Connecticut. A model comprehensive service system and existing community services are both described in terms of the following areas: diagnosis and evaluation, family services, mental and physical health services, education and training services, work training, economic-legal supportive services, recreation services, religious training, transportation, and residential services. Noted is visitation of existing residential services by AARC staff members to determine current status of services. Detailed are evaluations of three special purpose residential facilities and three multipurpose residential facilities. Recommendations are given in the areas of comprehensive mental retardation programs, specialized residential programs, improvement of existing residential facilities, and program planning. Examples of recommendations are funding priority for community based small group homes and admission to state institutions only for retardates whose needs cannot be met in the community. Among appendixes are the text of a Declaration of Rights, a listing of reference materials, the questionnaire used in the residential study, and a chart of the model comprehensive service system. (DB)

ED 088 252 EC 061 310
A Study of Georgia's Service for the Mentally Retarded (A Review of the Organization, Methodology and Implementation of the Project.) Volume II.
Atlanta Association for Retarded Children, Inc., Decatur, Ga.
Pub Date Jul 72
Note—106p.; For Volume I see EC 061309
EDRS Price MF-$0.75 HC-$5.40
Descriptors—*Exceptional Child Services, Group Living, *Mentally Handicapped, Normalization (Handicapped), *Public Relations, *State Legislation, State Surveys
Identifiers—*Georgia

Presented is the second of two volumes reporting on a 2-year study of Georgia's services to the mentally retarded by the Atlanta Association for Retarded Children. The second volume concentrates on the organization and methodology of the project with special emphasis on the implementation of study recommendations. Described are internal and external public relations, community education, and social action processes used during the project. Offered in chronological order are steps taken in beginning and implementing the study. Reviewed are project origin and development into a three phase plan. Accomplishments of the first phase, planning and organization, are seen to have included a comprehensive review of the literature, a study of exemplary service systems, and establishment of a theoretical model service system. Phase 2, research and inquiry, activities are reported to have centered on collection of data on Georgia's existing services for the retarded and formulation of recommendations. Achievements of the final phase, implementation, are said to have included 6 months of regional activities in the Atlanta areas, a 9-month statewide public relations campaign, and a legislative campaign resulting in passage of the Community Services Act for the Mentally Retarded which encourages the development of group homes at the community level. Appended are texts of public relations items disseminated by the project. (DB)

ED 088 253 EC 061 311
Brown, D. Sydney
Teaching Gifted Students Art in Grades Seven Through Nine.
California State Dept. of Education, Sacramento. Div. of Special Education.
Pub Date 73
Note—37p.; For related information see EC 061312
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*Art, Concept Formation, Creative Ability, Creative Development, Creative Expression, *Exceptional Child Education, *Gifted, *Junior High School Students, *Teaching Guides, Teaching Methods

The guide gives concepts and suggestions for teaching art to gifted students in grades 7 through 9. Noted is the need for adolescent gifted students to view reality with heightened aesthetic perception, to attain success in art work, and to remain uninhibited in development. Topics covered in an overview of art study are criticism of student art, art as a synthesizer, awareness as a source of art, identification of roles, and development of expression through techniques such as keeping hands under a cloth while sculpturing. The function of art is examined in relation to the artist and the viewer, a system of symbols, forces of design, transformation of an encounter to a visual statement, and art as a process of abstraction, symbolism, unification, and awareness of self and society. Approaches to the study of art are given to include elements such as line, artistic skills such as use of tools, presentation of art content such as varieties of textural experiences, and affective involvement such as study of Grecian art and philosophical concepts. Considered in a discussion of creativity and the study of art are cognitive synthesis, the process of transformation, abstraction and fluency, attributes of the gifted child, teaching methods that foster creativity, evaluation of art projects (a checklist is included), and development of human potential. (MC)

ED 088 254 EC 061 312
Luca, Mark C. Allen, Bonnie
Teaching Gifted Children Art in Grades Four Through Six.
California State Dept. of Education, Sacramento. Div. of Special Education.
Pub Date 73
Note—43p.; For related information see EC 061311
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*Art, Creative Development, Creative Expression, *Elementary School Students, *Exceptional Child Education, *Gifted, Program Development, *Teaching Guides

The guide for teachers of gifted children in grades 4 through 6 gives concepts and suggestions for development of an art program. Art instruction is said to benefit all gifted children by developing awareness of art contributions to the cultural heritage. An introduction to art education centers on aspects such as identification of gifted children, creativity, and the curriculum which fosters skills in various media, acquisition of art knowledge, and clarification of self image. Explored in discussions on the nature and purpose of art education are fine arts versus applied

art, origins and history of art, opportunities for growth and judgment, and principles of design such as qualitative relationship. Also discussed are approaches to teaching design and artistic skills, program problems, identification of artistic ability, and utilization of higher intellectual skills in the creative process. The design of the art program is examined in relation to media, skills, vocations, and history/humanities; clustering and grouping; flexible scheduling; acceleration of gifted pupils; curriculum enrichment; the creative process; the evaluation process; and content such as principles and practice. Further considered are development of intellectual skills such as problem solving, creativity development through activities, such as doing a sculpture in the style of another culture, the multisubject classroom, continuity and acceleration, teachers and administrators, and schools and facilities. (MC)

ED 088 255 EC 061 313

Guarnieri, Barbara Sandeen, Cecile

Developmental Physical Education Accountability; Volume I.

Ocean View Elementary School District, Huntington Beach, Calif.

Pub Date 73

Note—28p.; For related information see EC 061314

EDRS Price MF-$0.75 HC-$1.85

Descriptors—*Behavioral Objectives, Body Image, *Check Lists, *Exceptional Child Education, Mentally Handicapped, Perceptual Motor Coordination, Performance Criteria, *Physical Education, Physical Fitness, *Trainable Mentally Handicapped

Presented in the first of a two volume series is a developmental physical education checklist which provides teachers of trainable mentally retarded students with a permanent and accountable record of pupil progress and needs. The checklist is intended to be used with the accompanying volume of curricular activities in a nongraded enviroment for children grouped by need and developmental level. Provided on forms for each of the seven curriculum areas are a definition, a description of task objectives for attaining specified goals, spaces for students' names, and block space spaces for performance dates of listed activities. Curriculum areas covered are given to be the physical self, locomotion, gross and fine motor coordination, balance, fitness, rhythmic performance, and relaxation. As an example of the presentation the fitness areas contains approximately 24 acitivities such as the long jump, softball throw, 50 yard dash, and forward roll to develop strength, agility, endurance, and flexibility. (MC)

ED 088 256 EC 061 314

Guarnieri, Barbara Sandeen, Cecile

Activities in Developmental Physical Education; Volume II.

Ocean View Elementary School District, Huntington Beach, Calif.

Pub Date Mar 73

Note—192p.; For related information see EC 061313

EDRS Price MF-$0.75 HC-$9.00

Descriptors—Body Image, Check Lists, *Curriculum Guides, *Exceptional Child Education, Games, Mentally Handicapped, Perceptual Motor Coordination, *Physical Activities, *Physical Education, Physical Fitness, Teaching Methods, *Trainable Mentally Handicapped

Presented in the curriculum guide are activities for a sequenced physical education program to be used with trainable mentally retarded students (TMR). Defined are teaching approaches such as station teaching. Reviewed are a brief history of adaptive physical education (APE), APE literature on TMR children, and local APE program development. Provided are definitions, an achievement checklist, and activities for each sequence in the following curriculum areas: the physical self, locomotion, coordination, balance, fitness, rhythmic performance, relaxation, and perception. Each curriculum area such as coordination is treated in terms of component skills such as large muscle skills with apparatus, body coordination, and fine motor coordination. Given for component skills in each curriculum area are appropriate activities such as juggling two balls to develop large muscle skills, standing on one foot while counting to three for body coordination, and walking with a frisbee on the head to improve fine motor coordination. Recreational activities offered include circle, line, and active games; organized sports such as volleyball; and activities to improve individual skills of children in grades 1 through 8. Included for perceptual development are M. Frostig's program activities as well as exercises and games. (MC)

ED 088 257 EC 061 364

Special Education Preschool Project Replication Manual; "Focus on Preschool Developmental Problems."

Colorado Springs Public Schools, Colo. Div. of Special Services.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Colorado State Dept. of Education, Denver.

Report No—15-69-0014

Note—67p.

EDRS Price MF-$0.75 HC-$3.15

Descriptors—Auditory Perception, *Diagnostic Teaching, Early Childhood, *Exceptional Child Education, *Intervention, *Learning Disabilities, Parent Education, Perceptual Development, Perceptual Motor Coordination, *Program Descriptions, Program Evaluation, Visual Perception

Identifiers—Developmental Disabilities, Elementary Secondary Education Act Title III, ESEA Title III

Described is a 3-year Colorado preschool project for identification of learning disabilities and behavioral characteristics in 3-to-6-year-old children and subsequent remediation through prescriptive teaching and a home program. Considered in the project overview are inservice, intake, and diagnostic procedures; the interdisciplinary approach; parent helpers; and evaluation. Noted is identification by four teacher diagnosticians at four centers through referrals by outside professionals and community agencies. Diagnosis is said to involve attention to visual perception, visual motor, and all aspects of auditory functions which affect speech and language capabilities. Listed are disability symptoms such as staring rather than following a moving target with the eyes. Given are diagnostic procedures such as child copying of thumb twiddling. Treatment methods for each disability area are stated. Listed are materials and activities to improve specific deficits in the visual autonomic, auditory autonomic, and auditory somatic areas. A sample classroom activity schedule is given. Among third year evaluation findings included are that 65 children were diagnosed to be learning disabled; that multiple disabilities were common, with the majority of problems classified as word sound deafness and perceptual blindness; and that testing results showed gains on tasks indicative of learning disabilities and on IQ scores. Appended are forms such as a diagnostic evaluation form, individual prescriptive teaching plans, and a pupil rating form for grade 1. (MC)

ED 088 258 EC 061 375

Fogelman, Charles J. And Others

Energy Conservation and Mentally Retarded Citizens.

American Association on Mental Deficiency, Washington, D.C.

Note—4p.

EDRS Price MF-$0.75 HC-$1.50

Descriptors—*Energy Conservation, Environmental Influences, *Exceptional Child Education, *Guidelines, *Institutionalized (Persons), *Mentally Handicapped

Suggested are some principles of developing energy conservation programs where retarded persons might be particularly affected, ways to conserve energy, and pertinent references. It is thought that the retarded, particularly the retarded in institutions, are more likely to suffer from energy conservation measures than members of the larger population. Among principles stated is the necessity to assess programatic needs, medical needs, and the usual activity level of the retarded person(s) being served. Ways to conserve energy are given such as assigning a team of a retarded person and a staff member to monitor simple energy conservation measures of checking thermostat settings and light switches. Nine books, guidelines, or other sources of information are given (addresses are included). (MC)

ED 088 259 EC 061 376

McDowell, Thomas, Comp. Sharbaugh, Marilyn, Comp.

A Program of Behavioral Objectives for the Students.

Pinellas County District School Board, Clearwater, Fla.

Pub Date 73

Note—52p.; Prepared by the Department of Clinical Speech, Hearing, and Language Instruction

EDRS Price MF-$0.75 HC-$3.15

Descriptors—Articulation (Speech), *Behavioral Objectives, Childhood, Early Childhood, *Exceptional Child Education, *Speech Handicapped, *Speech Therapy, Stuttering, *Teaching Guides, Voice Disorders

Provided is a program of behavioral objectives for use with speech handicapped preschool and elementary level children in the areas of articulation disorders, language disorders, stuttering, tongue thrust, and voice. Communication disorders are defined as substandard behaviors which interfere with the student's ability to perform acceptably for his age and ability level. Given is an accountability plan form for recording student status and testing results before and after remediation. Listed for the area of articulation are general and specific objectives (with quantitative criteria to be individually determined) for the speech mechanism, identification and discrimination of gross sounds, isolated sound level, syllable level, and sentence level as well as appropriate instructional materials and methods. The section on language disorders lists usual developmental milestones from 6 months through 6 years of age as well as behavioral objectives for improvement in auditory memory, social maturity, phonics, visual memory, and likenesses and differences. Stuttering therapy is seen to focus on objectives such as self evaluation by the stutterer. Offered for tongue thrust therapy in addition to the listing of objectives, materials, and methods is a booklet of tongue thrust exercises for home practice. Objectives to improve pitch, intensity, and voice quality are suggested for the area of voice therapy. Also included are a form for objective writing by clinicians and an evaluation form. (DB)

ED 088 260 EC 061 377

Gorman, E. And Others

3R, Reality, Re-Education, Responsibility: A Cooperative Education Program for Students with Learning Problems Associated with Behavior.

Cooperative Special Services Center, East Granby, Conn.

Note—14p.; Cooperative Program of the Connecticut School Districts of East Granby, East Windsor, Suffield, and Windsor Locks; For related information see EC 061386 and EC 061387

EDRS Price MF-$0.75 HC-$1.50

Descriptors—*Behavior Change, Behavior Problems, Elementary School Students, *Emotionally Disturbed, *Exceptional Child Education, *Program Descriptions, Regular Class Placement, Socially Maladjusted, *Special Classes

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

Described is the 3R (reality, reeducation, and responsibility) program to remediate inappropriate behaviors and academic deficiencies in socially and emotionally maladjusted elementary aged children. The major goal of the project is seen to be the successful return of the student to usual school routines and the regular classroom. Specific objectives are said to include developing trust in adults and building competence. Reviewed are aspects of program development including the planning stage, the steering committee, and program expansion. Explained are introducing the 3R unit into a school, staffing of the 3R unit team, and pupil intake, maintenance, and followup. Suggested are classroom strategies to develop goal oriented behaviors. Reported are research findings in the areas of academic growth, intelligence, improved behavior (an average decrease from 12 to one inappropriate behaviors was reported by regular classroom teachers), and return to the regular program for over 95% of children after an average stay of 6 months in the 3R unit. (DB)

ED 088 261 EC 061 378

Thanos, George E.

Work-Study Program Considerations for Students with Handicaps.

Ventura County Superintendent of Schools, Calif.

Note—24p.

EDRS Price MF-$0.75 HC-$1.50

Descriptors—Community Resources, Employment Opportunities, *Exceptional Child Education, Handicapped Children, Program Design, *Program Development, *School Community Relationship, *Secondary School Students, Special Education Teachers, *Work Study Programs

Presented are recommendations for developing a secondary level work-study program for handicapped students. The recommendations given include provision for on-campus work training; opportunity for off-campus employment for students 16 years of age or older; employment placement based on readiness and need after assessment by the work-study coordinator, parents, and students; program development according to students' needs; and contact with students by a work-study coordinator who is both knowledgeable about special education and is given time for the coordinator role. Other suggestions are made such as scheduling for students to take part in extra curricular activities and regular class programs, organizing so that students can meet minimum requirements for graduation with a high school diploma, and integrating the classroom and work training program within the total curriculum structure. It is maintained that the program should involve as many school personnel as possible, that students should be placed selectively, that a task force of community leaders should be empowered to make decisions, and that the importance of evaluation should be communicated to employers, students, and parents. Stressed is the necessity for compliance with the education code and labor laws at each governmental level. Advised are a work-hour arrangement based on factors such as type and degree of handicap, health, school and home schedules, and employer need; and student pay at the minimum wage for off campus productive employment, and by class credit for employment during school hours. Emphasized is the crucial role of a professionally competent work-study coordinator in representing the school to the community. (MC)

ED 088 262 EC 061 379

Handicapped and Normal Children Learning Together. Summary of Project, 1970-1973.

Federal Way School District 210, Wash.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date [73]

Note—12p.

EDRS Price MF-$0.75 HC-$1.50

Descriptors—*Educable Mentally Handicapped, Elementary School Students, *Exceptional Child Education, Individualized Instruction, *Learning Disabilities, Mentally Handicapped, *Program Descriptions, *Program Evaluation, Regular Class Placement

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

The 3-year Title III elementary school project provided an individualized program for the 310 attending students to assess effectiveness of educating the 15% of the mildly handicapped mentally retarded, emotionally disturbed, and learning disabled students in a common school setting. Two trainer consultants, five teachers, 15 interns in training as well as instructional aides and community volunteers participated. Equipment such as tape recorders and language masters were used. The program specified objectives such as appropriate grade level gains by identified handicapped children (HC) to equal or exceed gains of a control group. The HC were identified through diagnostic tests, and were evaluated daily by behavioral rating measures. Results indicated no differences between gains of the HC and gains of the control group (students in another school receiving help in a resource room) for the first year, gains equal to gains of the control group during the second year, and gains equal to or greater than the total grade level group for grades 3, 5, and 6 in reading, and for grade 6 in mathematics during the third year. The results supported the hypothesis that mildly handicapped children in the same setting as normal peers could be educated with as much effectiveness as students who were given extra assistance away from the regular class. (MC)

ED 088 263 EC 061 380

Ripley, Suzanne

Evaluation of the First Summer Leadership Training Institute 1973: A Brief Summary.

Council for Exceptional Children, Reston, Va. Information Center on Exceptional Children.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 21 Feb 74

Note—7p.; Imprint Series of Special Interest Papers; The Original report was prepared by Peter M. Plantec, and others

EDRS Price MF-$0.75 HC-$1.50

Descriptors—*Exceptional Child Education, *Gifted, *Institutes (Training Programs), *Leadership Training, *Professional Education, Program Evaluation, State Programs

Presented is a summary evaluation of the first (1973) summer Leadership Training Institute (LTI) to encourage the development of state plans for the education of the gifted and talented. It is said that the 2-week institute provided the 79 participants with guidelines for developing a state plan, the benefit of colleagues' experience in setting up special programs, expertise to increase motivation in program development, and a source of general information about programs for the gifted. The LTI is reported to have been set up as a result of an Office of Education (OE) report to Congress which recommended national LTI's. The first of the three planned LTI's is reported to have been attended by teams from 17 states, one region, and one foreign country. Listed are objectives established for the LTI such as development and dissemination of appropriate publications and guidelines for the selection of participating states. It is explained that state teams consisted of the state education association's director of gifted and talented, a representative of a local education association, and two other interested individuals. Training sessions are said to have varied from large groups to small groups to independent study. It is noted that every participating state team developed a state plan while at the institute. Participants' evaluation of the LTI are reported to have been highly favorable. Among outcomes of the first LTI discussed are regular communication with OE and development of consultant services. It is stressed that a successful institute provides practical information which can be immediately used by participants. (DB)

ED 088 264 EC 061 381

Rosinger, G. And Others

An Assessment of Ohio Residential Schools and Other Public School Settings for Educating Deaf Students and Blind Students. Final Report.

Battelle Memorial Inst., Columbus, Ohio. Columbus Labs.

Spons Agency—Ohio State Dept. of Education, Columbus.

Pub Date Sep 69

Note—61p.

EDRS Price MF-$0.75 HC-$3.15

Descriptors—Aurally Handicapped, *Blind, *Day Schools, *Deaf, Evaluation, *Exceptional Child Education, *Residential Schools, State Schools, State Surveys, Visually Handicapped

Studied was the effectiveness of two Ohio State residential schools, one for the blind and one for the deaf, to determine whether the state should continue to operate the residential schools. The study involved a literature review, interviews with special educators, visits to the two residential schools, visits to selected Ohio day programs, visits to selected out-of-state residential and day programs, and consultation with experts in the field. It was concluded that there is a need for both residential and day programs, that the day program has the potential for greater success with most handicapped students, and that the state needs to develop a comprehensive plan for educating the hearing and visually handicapped. The following were among recommendations reported: retention of the residential schools for students who would be better served in a residential setting, elimination of residential placement due to the lack of a local day program, improvement of the quality of day programs, development of a state plan for educating Ohio's hearing and visually handicapped children, upgrading of cottage parents in residential schools, development of a research center at each of the two residential schools, assignment of day students to special short-term courses at the residential schools, and provision of preschool facilities for children and parents within a reasonable traveling distance of the handicapped child's home. Additionally suggested were areas for research such as the development of an effective cottage parent program and followup studies on blind and deaf high school graduates. (DB)

ED 088 265 EC 061 382

Abram, Robert E. And Others

Evaluation of Education of Inner City Handicapped Children, Case Studies in Five Cities. Volume I, Final Report.

Battelle Memorial Inst., Columbus, Ohio. Columbus Labs.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Jan 73

Contract—OEC-0-70-5021

Note—18p.

EDRS Price MF-$0.75 HC-$1.50

Descriptors—Educational Needs, *Educational Programs, *Exceptional Child Research, *Handicapped Children, Inner City, Program Evaluation, *Suburban Youth, *Urban Education

Reported was an evaluation of the education of inner city (IC) handicapped children in five cities. Focused on were an assessment of present education programs, a comparison of services provided IC children with services provided non-inner city (NIC) children, a determination of needs unique to handicapped children in inner city areas, formulation of alternative solutions for meeting educational needs, and development of recommendations pertinent to planning for resource utilization. Information was obtained from 41 special education administrators, 160 teachers, 50 principals, 155 parents, and 37 community agencies about each of the following program components: identification and incidence (definitive data were generally not available), appraisal and placement (the concept of multiple criteria was widely accepted), goals and objectives (broad goals were more likely to be stated than specific goals), curriculum (academics and language were usually stressed), equipment and resources (some deficiencies were reported), physical facilities (adequacy was geared to programs rather than to whether children were IC or NIC), teaching staff (usually well qualified), staff development (teachers generally regarded inservice training favorably), support personnel (usually shared with entire school), ancillary services (services needed to be coordinated), expectations for handicapped children (most teachers expected most students to complete the program), perceptions of special education programs (usually favorable), and interaction between school and parents (slightly more NIC teachers contacted parents). (DB)

ED 088 266 EC 061 383

Newborg, Jean

An Evaluation of the Columbus, Ohio Tutoring Program for Neurologically Handicapped Students.

Battelle Memorial Inst., Columbus, Ohio. Columbus Labs.

Spons Agency—Columbus Public Schools, Ohio.

Pub Date 24 Sep 71

Note—93p.

EDRS Price MF-$0.75 HC-$4.20

Descriptors—Behavior Patterns, Childhood, *Exceptional Child Research, Intelligence Differences, Learning Disabilities, *Neurologically Handicapped, Parent Role, *Program Effectiveness, *Program Evaluation, Teaching Methods, *Tutoring

Identifiers—Columbus (Ohio)

Evaluated was the effectiveness of the Columbus, Ohio, tutoring program for neurologically handicapped children by investigating the relationship between tutored (129 children) and nontutored (117 children), two instructional approaches, IQ level and academic success, disability patterns and success probabilities, and parent awareness and student performance. Admittance to the tutoring program required the medical diagnosis of a neurological handicap and an IQ of 80 or above. Either an innovative language-centered approach or an unstructured approach was used in tutoring. Evaluation was based on three sources of data; test scores, average grades, and success rate (defined as bringing D or E grades

up to C, B, or A). Findings indicated that the average grades of tutored students improved significantly in the five subject/skill areas at the completion of tutoring and continued to be higher after 2 years without tutoring; that the average grades of non-tutored students remained the same or decreased over the same time period; that no significant differences existed between the language-centered approach and the unstructured approach for any of the three measures; that IQ level was not related to success; that no particular pattern of disability was more or less likely to be successful than any other pattern; and that students whose parents were considerably aware of a disability were more likely to be successful than students whose parents were minimally aware of the disability. Suggestions for further research included development of a training program for tutors. (DB)

ED 088 267 EC 061 384

Broome, Elizabeth, Ed.

Educating for the Future: 21st Century Teaching.

Governor's School of North Carolina, Winston-Salem. Teacher Training Inst.; North Carolina State Dept. of Public Instruction, Raleigh. Div. for Exceptional Children.

Pub Date 73

Note—71p.

EDRS Price MF-$0.75 HC-$3.15

Descriptors—*Class Activities, Cognitive Development, Conceptual Schemes, *Educational Objectives, Emotional Development, *Exceptional Child Education, *Gifted, Lesson Plans, Models, *Teaching Guides

Compiled for use with gifted children is a collection of activities and lesson plans in the areas of the media, inquiry teaching, lessons using F. Williams' model, encounter lessons, and simulation learning activities all developed by teachers of the gifted at a summer institute. The collection is introduced by a section on basic theories which lists characteristics of the gifted and compares various taxonomies of educational objectives. Suggestions for media projects include critical film viewing and making video tape recordings. Outlined are the theory and process of using inquiry teaching with gifted students. The Williams Model which relates pupil behaviors (cognitive and affective) with curriculum areas and instructional strategies is examined, and offered are 15 activities such as a study of creative individuals. Twenty-four activities are suggested for encounter lessons which are explained to encourage direct interaction between small groups of students and specific stimuli. An example of the 12 simulation activities recommended is developing a newspaper policy through simulating various interest groups. Four lesson plans for complete units stress broad cognitive and affective aims and focus on the newspaper, algebra, short stories, and discovery and exploration. Appended are the illustrated multiple talent totem poles of C. Taylor, and an annotated bibliography of books recommended by institute participants. (DB)

ED 088 268 EC 061 385

Annual Report: Dept. of Audiology and Education of the Deaf, University of Manchester, Volume 4, 1973.

Manchester Univ. (England). Dept. of Audiology and Education of the Deaf.

Pub Date 73

Note—114p.

EDRS Price MF-$0.75 HC-$5.40

Descriptors—Abstracts, *Administrator Role, Annual Reports, *Audiology, *Aurally Handicapped, Conference Reports, *Exceptional Child Education, Foreign Countries, Hearing Aids, *Problems, Reading, *Special Schools, Universities

Identifiers—Great Britain

Presented is the annual report of the Department of Audiology and Education of the Deaf at the University of Manchester (England) which includes five papers given at a conference of heads (administrators) of schools for the deaf and partially hearing. Listed are the academic staff, courses of the department, staff activities, and research and publications of staff members. Provided are summaries of 10 dissertations given by students receiving the diploma in audiology in 1972. Brief descriptions of the various programs offered by the department are included and listed are two films and two video tapes available on loan. The agenda of the 2-day conference which focused on school management, hearing aids, and the teaching of reading is provided. In the first paper, heads of schools are encouraged to follow a systematic decision making process in coping with management problems. The second paper reviews the nature of special school management in a historical context. A chart lists the responsibilities of all school staff at one school for the deaf. Considered in the third paper are factors affecting the choice of hearing aids and their efficiency in use. The fourth paper reports on a survey of hearing aids used by 5606 hearing impaired children. Reviewed in the fifth paper is research on the teaching of reading to deaf children. (DB)

ED 088 269 EC 061 387

Mathews, James B. And Others

Project 3R. End-of-Project Evaluation Report, July 1, 1969 through June 30, 1972.

Cooperative Special Services Center, East Granby, Conn.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 15 Jul 72

Note—63p.; For related information see EC 061371 and EC 061386

EDRS Price MF-$0.75 HC-$3.15

Descriptors—*Cooperative Programs, *Demonstration Projects, Elementary School Students, *Emotionally Disturbed, *Exceptional Child Education, Intervention, Program Development, *Program Evaluation, Regular Class Placement, Special Classes

Identifiers—Connecticut, Elementary Secondary Education Act Title III, ESEA Title III

Evaluated was the 3-year (1969-1972) Title III 3R (reeducation, reality, responsibility) intervention program serving over 600 emotionally disturbed elementary level students from four towns (in Connecticut) in a special unit and regular classes. A systems approach used throughout the project analyzed inputs, processes, and effectiveness of the following demonstration goals: the four school systems' cooperation in providing a quality program, the 3R educational model (based on the Re-Ed model of N. Hobbs and the reality therapy model of W. Glasser), an inservice teacher training program, public school/university collaboration to train personnel, and project measurement by evaluative research. The organizational structure included a director with responsibilities such as facilitating communication. Goals were evaluated in terms of effort, effect, adequacy, efficiency and process. Main findings showed that the cooperative strategy effectively reduced pupil costs (special unit cost per child of $1500 opposed to residential school cost of $9000) and fostered geater student academic compentence; that the educational program effectively improved 12 of 14 rated behaviors, fostered gains in IQ points, enabled 32 of 33 students to return to regular classes; that the teacher training program for over 700 teachers was adequate for cognitive understanding and inadequate for skill development/application; and that research was not conducted due to federal funding limitations. Project information dissemination included teacher presentations to teachers in other school systems. Appended are parent questionnaire and the Devereux Elementary Behavior Rating Scale. (MC)

ED 088 270 EC 061 388

Auditory Perceptual and Language Development Training Program. Final Project Report 1969-1972.

Boise City Independent School District, Idaho.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Idaho State Dept. of Education, Boise.

Report No—22-70-0013

Pub Date [72]

Note—169p.

EDRS Price MF-$0.75 HC-$7.80

Descriptors—*Auditory Perception, Clinical Diagnosis, Diagnostic Teaching, *Exceptional Child Education, Identification, *Language Development, Language Handicapped, *Learning Disabilities, Perceptual Development, Perceptually Handicapped, Primary Grades, Program Descriptions, *Program Evaluation, Regular Class Placement, Remedial Instruction, Screening Tests, Speech Therapists

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Idaho

Terminally evaluated was a 3-year (1969-1972) Title III Idaho project to develop an auditory perceptual and language development training program involving the screening of 657 children in grades 1 and 2 in four schools and a first grade demonstration class for 192 perceptually handicapped children. Of 346 children identified to have auditory imperception, 48 Ss (16 experimentals, 16 controls, and 16 alternates) were selected as participants from each school. A speech/hearing clinician in each school administered audiometric, speech, language, and reading/spelling tests; and trained experimental Ss (in groups of two) 1/2 hour per day 4 days per week in sequential motor, auditory, and visual perceptual tasks; and phonics. The following were among effective project outcomes: employing speech and hearing clinicians for diagnosis and remediation, conducting remediation classes in project schools so the Ss could remain in regular classes, providing workshops on auditory learning problems, and conducting inservice training for project teachers and clinicians. Findings from tests such as the Wepman Auditory Discrimination Test indicated comparable gains by experimentals in all schools. Findings from the demonstration class showed gains greater than regular first grade gains on tests such as the Metropolitan Readiness Test. Visitors wrote impressions of the project. Cultural and nonpublic agencies participated. Dissemination activities included a handbook on child development potential. (Appendixes contain items such as test forms, a training program profile, a teacher questionnaire, and Yale charts.) (MC)

ED 088 271 EC 061 389

Mental Retardation Programs of the U.S. Department of Health, Education, and Welfare. FY 1964.

Department of Health, Education, and Welfare, Washington, D.C. Secretary's Committee on Mental Retardation.

Pub Date Feb 63

Note—24p.

EDRS Price MF-$0.75 HC-$1.50

Descriptors—*Exceptional Child Education, *Exceptional Child Research, *Exceptional Child Services, *Federal Aid, Federal Government, Federal Legislation, *Mentally Handicapped, Program Proposals

Outlined are the 1964 fiscal year (FY) program proposed by the U.S. Department of Health, Education and Welfare to the Congress to combat mental retardation (MR), and FY 1963 program activities underway. The recommended FY 1964 program is said to reflect an increase of about 75% of the total budget estimated for MR activities for FY 1963. It is noted that FY 1964 activities proposed are in accord with the President's special messages to the Congress and recommendations from the report of the President's Panel on Mental Retardation. Activities for 1963 are listed in terms of research and studies, professional preparation, services by government agencies, construction of facilities, and income maintenance such as public assistance payments to MR persons. Expanded and new activities, authorized by legislation proposed for 1964, are described to include programs such as child welfare research and demonstration projects sponsored by the Children's Bureau, and research in learning processes sponsored by the Office of Education. Described to require enabling legislation are proposals for the following activities: comprehensive action to combat mental retardation; increased maternal, child health, and crippled children's services and research; maternity and infant care; construction of research centers for mental retardation and human development; construction of facilities for MR persons; Vocational Rehabilitation Act amendments for expanded rehabilitation of handicapped persons; education of special education teachers; and special projects to aid urban and rural retarded children. Included is a financial summary of Department of Health, Education, and Welfare agency programs for the 2 years. (MC)

ED 088 272 EC 061 390

Mental Retardation: Activities of the U.S. Department of Health, Education, and Welfare.

Department of Health, Education, and Welfare, Washington, D.C. Secretary's Committee on Mental Retardation.

Pub Date May 62

Note—84p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402 ($2.50)
EDRS Price MF-$0.75 HC-$4.20
Descriptors—*Exceptional Child Education, *Exceptional Child Research, *Exceptional Child Services, Federal Aid, *Government Role, Mentally Handicapped, *Mental Retardation, Program Descriptions

The 1962 report defines the problem of mental retardation and summarizes both activities of the U.S. Department of Health, Education, and Welfare (DHEW) and objectives of the President's panel to combat mental retardation. Mental retardation is defined to be a condition characterized by faulty intellectual development which impairs learning ability and adaptation to societal demands. Discussed are aspects such as degrees of retardation, etiology, the problem's scope such as the percentage (3%) of retarded children born yearly, national concern expressed in efforts such as diagnostic services, and future trends based on factors such as longevity and changing patterns in U.S. family life. Summarized under the categories of research and studies, professional preparation, services, and facilities and construction are mental retardation programs administered by the following organizational units of DHEW agencies: the National Institute of Mental Health, National Institute of Neurological Diseases and Blindness, Center for Research in Child Health, and Bureau of State Services, and Bureau of Old-Age and Survivors Insurance of the Social Security Administration; the Office of Education; and the Office of Vocational Rehabilitation. Discussed are tasks of the President's Panel such as exploration of ways to prevent and cure mental retardation. Panel members are listed. Also listed are 29 publications on mental retardation available from DHEW. (MC)

ED 088 273 EC 061 392
SHARE: Guidelines for Speech and Hearing Alliances in Research and Education.
American Speech and Hearing Association, Washington, D.C.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 74
Grant—OEG-0-9-302169-4324(607)
Note—23p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Aurally Handicapped, Cooperative Programs, *Exceptional Child Education, Exceptional Child Research, Learning Disabilities, *Professional Education, *Program Descriptions, School Districts, *Speech Handicapped, Speech Therapists, Teacher Education, Universities
Identifiers—SHARE Project

Described is the SHARE Project (speech and hearing alliances for research and education) which involves cooperation of university staff members, school supervisors, and teachers of the hearing impaired and clinicians in seeking solutions to problems in training, research, and school language/hearing/speech service programs. It is noted that undergraduates and the 16,500 clinicians with bachelors and masters degrees need a quality career education to meet needs of more than the 50% of children with communicative disorders now being served. Described is development of the alliance system in 29 regional workshops during 1971-1972 for school speech pathologists, audiologists, university personnel and state consultants. Noted is the role of the American Speech and Hearing Association to assist school districts, universities, and state departments of education in establishing formal alliances. Discussed are participating groups such as school speech pathologists; purposes such as planning for school related research; the structure involving a coordinator; regional alliances comprising several universities and school districts; and organizational structure including a state alliance coordinating team. Listed are goals and objectives such as development of uniform procedures for evaluating children's progress in therapy. Noted are different kinds of alliances such as an interstate alliance located on a state border. Funding possibilities are given to include school districts' budgets for items such as education and research planning, local service groups, and private foundations. Other aspects considered include evaluation through questionnaires, times for meetings such as after school, and periodic changes in objectives and procedures. (MC)

FL

ED 088 274 FL 004 382
Safonov, Nikolai A.
Modifications in the Formation of the German Imperative.
Pub Date [71]
Note—5p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Form Classes (Languages), *German, Grammar, Language Development, *Language Research, Language Standardization, Language Styles, Modern Languages, Native Speakers, *Standard Spoken Usage, *Suffixes, *Verbs

This paper is based on an investigation of an increasing tendency in modern German to use the second person singular imperative without the suffix "e." All major works on German grammar, including the standard reference books on the subject, require this suffix for all weak and most strong verbs. (Those verbs which change their stem vowel from "e" to "i" do not fall into this category.) In a survey, 107 mostly young people from many locations were interviewed. There was an oral and written test of 14 verbs; results revealed that the use of the singular imperative (the "Du"-form, in the group of verbs used) follows the tendency to drop the suffix only to some extent and in differing degrees. Those verbs which change their stem vowel always show a zero ending in the imperative. However, some verbs, particularly those with consonant clusters in their stems, adhere to the traditional rule for the singular imperative of infinitive stem plus "e." Other verbs reflect the tendency toward omission of the suffix. Texts should be updated on the basis of the standard language as used by the educated German public. (Author/HW)

ED 088 275 FL 004 386
Lieberman, Philip
Linguistic and Paralinguistic Interchange.
Pub Date Sep 73
Note—14p.; Paper presented at the International Congress of Anthropological and Ethnological Sciences (9th Chicago, Ill., September 1973)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Animal Behavior, Behavior Patterns, *Communication (Thought Transfer), Emotional Response, Expressive Language, Information Theory, Kinesthetic Methods, Kinesthetic Perception, *Linguistic Theory, Nonverbal Communication, *Paralinguistics, *Phonetics, Phonological Units, Psychomotor Skills, Semantics, Verbal Communication, Vowels

Current linguistic theory rigidly compartmentalizes the "cognitive," linguistic aspects of human communication and the presumed "emotive," paralinguistic elements that occur in both human and nonhuman communication. The segmental phonetic units of human speech, according to this view, are supposed to convey linguistically relevant information, e.g., the vowel distinction that differentiates the English words "bit" and "bet." Emotive, paralinguistic qualities are supposedly transmitted only by means of prosodic modifications like fundmental frequency, amplitude, and tempo as well gestures and facial expressions. Animals, according to this view, make use only of these "paralinguistic" parameters. This distinction is false. The same phonetic feature space is used for both paralinguistic and linguistic communication, and the semantic boundary line between these two aspects of human communication is not sharp. The foundations of human language can be seen in the paralinguistic aspects of human communication and in the vocal and gestural aspects of the communications of other animals. (Author)

ED 088 276 FL 004 416
Liem, Nguyen Dang
Cases and Clauses in Vietnamese.
Pub Date Jan 73
Note—24p.; Paper delivered at the First International Conference on Austroasiatic Linguistics (Honolulu, Hawaii, January 2-6, 1973)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Case (Grammar), Charts, Distinctive Features, Function Words, Language Patterns, Language Research, *Linguistic Theory, Matrices, Nominals, Sentence Structure, Statistical Analysis, Structural Analysis, Structural Grammar, Syntax, Tables (Data), *Tagmemic Analysis, Uncommonly Taught Languages, *Verbs, *Vietnamese

In this analysis of cases and clauses in Vietnamese, an attempt is made to make use of tagmemics and a case grammar model called lexicase. Such an eclectic combination of the two theories is not new either in the field of general linguistics or in Vietnamese. This paper recognizes the hierarchical levels in syntax and the grammatical unit or tagmeme as composed of a slot and a filler class; it recognizes the case relations between various nouns and the predicative verb in the clause; and it also recognizes the centrality of the verb. Lexicase introduces both overt case realizations and covert case relations into the grammar as syntactic features assigned to nouns by verbs. The data presented here include: 12 covert case relations in Vietnamese; 11 overt case realizations; a two-dimensional matrix yielding 25 possible combinations of covert case relations and overt case realizations (25 tagmemic slots); 14 verb groupings classed according to their hospitality to case-marked tagmemic slots; five clause types classed according to their identificational-contrastive features such as the nuclear tagmemic slots; 13 clause classes; and a bi-dimensional matrix of the clause types and the clause classes giving 64 possibilities or clause units, of which only 51 are grammatical in Vietnamese. The intention is to present the data rather than to defend the linguistic models used. (Author)

ED 088 277 FL 004 422
Burstall, Clare
Factors Affecting Student Acceptance or Rejection of a Foreign-Language Learning Program.
Pub Date Mar 73
Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Academic Achievement, Audiovisual Aids, Community Attitudes, *Educational Experiments, *Elementary Grades, Failure Factors, Fles, *French, *Language Instruction, Modern Languages, Performance Factors, Program Evaluation, *Second Language Learning, Student Attitudes, Student Motivation, Success Factors, Teacher Attitudes
Identifiers—*England

A 10-year educational experiment being conducted in England in which 18,000 elementary school students are taught French by non-specialist teachers is described. The methods used rely extensively on audiovisual materials. Discussion focuses on the following factors affecting the program: (1) sex of the student, (2) socioeconomic status, (3) employment expectations, (4) attitudes towards foreign peoples, (5) parental attitudes, (6) teacher's attitudes, (7) characteristics of the "good teacher," (8) maturational factors, (9) instructional materials, (10) mode of presentation, and (11) the learning situation. A list of references is included. The study is to be completed in 1974. (RL)

ED 088 278 FL 004 428
Davie, Ethel O.
Gaining Insight into Sub-Saharan African Cultures Through Literature.
Pub Date [72]
Note—9p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—African American Studies, African Culture, African Languages, *African Literature, College Curriculum, *College Language Programs, *Course Descriptions, *Cultural Education, Ethnic Studies, *Negro Literature, Program Descriptions, World Literature

Problems encountered by language teachers involved in teaching culture are discussed in the introductory remarks of this paper. Leopold Senghor's definition of negritude as it is expressed primarily through literature is equated with the "...sum total of the values of the civilization of the African world." An educational experiment conducted at West Virginia University in which African culture was studied through the medium of literature is described. Selected works used in the experimental program are identified. (RL)

ED 088 279 FL 004 435
Coleman, Ben C.
African Expressions in Hispano-American Literature.

Pub Date Nov 72
Note—16p.; Paper presented at the Joint Conference of the American Council on the Teaching of Foreign Languages and the Southern Conference on Language Teaching (Atlanta, Georgia, November 22-26, 1972)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*African Culture, African History, *African Languages, *Cross Cultural Studies, Cultural Education, Literature, Negro Achievement, *Negro Culture, Negro Literature, Sociocultural Patterns, *Spanish American Literature, Spanish Speaking
Identifiers—*Caribbean
This revised version of a lecture on the relationship of African language and Hispano-American literature illustrates the historical influence of the African slave on representative literature and modern culture of the Caribbean Islands. Introductory remarks focus on the migratory patterns of the African slaves. The concept of negritude is then examined in selected literary works by black and Hispanic authors. Finally, the author discusses other linguistic and sociocultural contributions of early African writers to Hispanic culture. (RL)

ED 088 280 FL 004 437
Baird, A. J.
Vowel and Consonant Durations in Falling Nuclei.
Pub Date Apr 73
Note—5p.; Paper presented at the Colloquium of British Academic Phoneticians (Bangor, North Wales, April 1973)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Acoustic Phonetics, Articulation (Speech), Auditory Discrimination, Comparative Analysis, *Consonants, Distinctive Features, Intonation, *Language Research, *Language Rhythm, Linguistics, *Oral English, Orthographic Symbols, Phonemes, Phonetics, Phonology, Speech Habits, Syllables, Tape Recordings, *Vowels
This paper focuses on British English. Such rules as might be devised for specification of segment length would have to take into account, among other factors, the lenis/fortis nature of the segments at syllable margins, degree of stress, the relation between a given syllable and others in the same rhythm group, the same relations within the word, possibly the overall utterance length, and certainly the overall tempo. For the purpose of the piece of research under discussion recordings were taken of the first mode, stress-unstress, with the open front vowel /ae/. It was already known that duration figures for all segments would be different with various syllable nuclei and that they would vary systematically. The intention was to find out what relations existed between syllable nuclei and syllable margins, what difference in terms of duration occurred when there was a falling pitch movement of the final stressed syllable, and what evidence was there for compensation withing the syllable and within the word. If it can be proved that major durational regularities exist in mathematical terms, then a description of broad classes of sounds, such as fortis stop consonants and peripheral/tense front vowels, in terms of standard duration, would have predictive value. (Author/HW)

ED 088 281 FL 004 534
Mathieu, Gustave Bording
How to Pay Tutors in Personalized Instruction If Your Institution Does Not Provide the Funds.
Pub Date Nov 72
Note—6p.; Paper presented at the Conference on P.S.I. California State University (Long Beach, November 18-19, 1972)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—College Credits, *Colleges, College Students, Higher Education, *Individual Instruction, *Peer Teaching, Teaching Methods, Teaching Techniques, *Tutorial Programs, *Tutoring
An experimental student-to-student tutoring program established at California State University is discussed in this article. The tutors receive academic credit rather than money for their services. The tutor's responsibilities require: (1) contact hours with the tutees; (2) tutorial preparations; (3) consultation with course instructors; (4) reporting, analysis, and evaluation of the tutorial experiences; and (5) participation in an all-university orientation and evaluation program for tutors. The author explains how this program differs from student, teacher and minority group tutoring programs. (RL)

ED 088 282 FL 004 588
Le Bovit, Judith
The New Atlantis.
Note—21p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Classical Languages, Classical Literature, Cultural Education, *History, Humanism, *Latin, Latin Literature, *Poetry, *Sociology
The culminating remarks in this paper call for the building of a new Atlantis, a"...home where the unquiet heart of modern man can find peace." The author reviews the historical importance of Latin as a "connecting tissue" among European languages and its significance in the development of a common linguistic heritage. From this frame of reference, the establishment of the Holy Roman Empire and its eventual dissolution are examined. The rise of modern civilization and its values are then contrasted with the Latin culture, with particular emphasis on the centrality of Latin poetry in the historical development of national unity. The author concludes that the alienated modern man would do well to build a new Atlantis modeled after the Latin culture, a new society united by the common bonds of poetic tradition and linguistic unity. (RL)

ED 088 283 FL 004 789
Hernandez, Frances
Maria Catrileo's Work in the Tagmemics of Mapuche.
Note—6p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—American Indian Languages, *Descriptive Linguistics, Form Classes (Languages), Language Research, *Morphology (Languages), Nominals, *Phonology, Sentence Structure, Spanish, *Syntax, Tagmemic Analysis, *Verbs
Identifiers—*Catrileo Chiguailaf de Godo (Maria), Chile, Mapuche
The Mapuches, a tribe now numbering about 500,000 people in south central Chile are the descendants of the Araucanians of Spanish legend. Many still speak only their own idiom, which now shows much lexical influence of the surrounding Spanish. This paper is an exposition of Maria Catrileo Chiguailaf de Godo's research in her native language. It concentrates mainly on phonology and morpho-syntax, with heavy emphasis on verb forms. (DD)

ED 088 284 FL 004 971
Zelson, Sidney N. J.
Measurement and Evaluation of Speaking Skill in a Second Language.
Pub Date [72]
Note—10p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Achievement Tests, Audiolingual Skills, *Language Instruction, *Language Tests, Listening Tests, *Modern Languages, Phonology, *Speech Skills, Student Evaluation, Syntax, Test Construction, Test Validity, Vocabulary
A theoretical discussion of problems encountered in the measurement and evaluation of speaking skill in a second language is developed in this paper. The primary areas of interest to be evaluated are identified and discussed, including phonology, syntax, morphology, and vocabulary. A delimited and graduated method of evaluation using numerical scores is outlined in each of the target areas. (RL)

ED 088 285 FL 005 128
Lewis, Brian A.
On the German Language in America.
Pub Date Oct 72
Note—12p.; Paper presented at the meeting of the Rocky Mountain Modern Language Association (Tucson, Arizona, October 1972)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Dialect Studies, *German, *Immigrants, Indo European Languages, Native Speakers, *Sociolinguistics
Identifiers—*New Glarus, Wisconsin
Sociolinguistic patterns among German immigrants to the United States of America are examined in this paper. Earlier studies in this area, including Wolfgang Viereck's work published in "Orbis" in 1967 and 1968, are examined. Through an analysis of the immigration patterns of the citizens of Glarus, Switzerland, in 1845 to New Glarus, Wisconsin, the author reveals reasons for the decline in community interest in maintaining the Swiss German dialect of the original settlers as the mother tongue. (RL)

ED 088 286 FL 005 218
Lea, Wayne A.
An Algorithm for Locating Stressed Syllables in Continuous Speech.
Pub Date 31 Oct 73
Note—17p.; Paper presented at the Meeting of the Acoustical Society of America (86th, Los Angeles, California, October 3, 1973)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Acoustic Phonetics, *Algorithms, Auditory Discrimination, Componential Analysis, Computers, *Connected Discourse, Consonants, Data Analysis, *Distinctive Features, Graphs, Input Output, Language Patterns, Language Research, Man Machine Systems, Phonological Units, *Phonology, Phrase Structure, *Syllables, Tables (Data)
Local increases in fundamental frequency (Fo) and large integrals of energy in the syllabic nucleus are known to be among the best acoustical correlates of stress. Major syntactic constituents have been shown to have archetype rapid-rise-then-gradual-fall Fo contours, with the rise into the maximum Fo often associated with the first stressed syllable in the constituent. An automatic precedure for detecting constituent boundaries and maximum Fo positions in constituents, and sonorant energy and Fo functions, provided input data for an algorithm for locating stressed syllables. The first stressed syllable of a constituent was associated with a high-energy-integral portion near the rising Fo into maximum Fo position. Other stressed syllables were associated with high-energy-integral portions near local increases in Fo above a steadily-falling "archetype line" from the maximum Fo position to the end of the constituent. For over 400 seconds of speech, including written texts, questions, commands, and declarations for man-machine interaction, over 85% of all syllables perceived as stressed by a panel of listeners were correctly located. (Author/DD)

ED 088 287 FL 005 219
Lea, Wayne A.
Perceived Stress as the "Standard" for Judging Acoustical Correlates of Stress.
Pub Date 1 Nov 73
Note—12p.; Paper presented at the Meeting of the Acoustical Society of America (86th, Los Angeles, California, November 1, 1973)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Acoustic Phonetics, Articulation (Speech), Auditory Discrimination, Auditory Perception, Connected Discourse, *Distinctive Features, Graphs, Language Patterns, *Language Research, Oral Expression, Oral Reading, Phonetics, *Phonology, Standard Error of Measurement, *Standards, *Syllables, Tape Recordings, Written Language
Acoustical correlates of stress can only be evaluated in comparison with some "standard" specifying which syllables are actually stressed. The Standard should be consistent from time to time, and largely independent of talker and listener idiosyncrasies. Three phonetically-trained subjects listened to repeatedly spoken texts and spontaneous sentences until they could categorize each syllable as either stressed, unstressed, or reduced. This procedure was repeated three times for each speech text and listener. Two listeners differed from each other on only 5% of all syllables as to whether they were perceived as stressed or not. Each showed about 5% confusion in decisions about stressed syllables from one trial to another. Unstressed and reduced levels were confused more frequently. The third listener gave less consistent results. Subjects' judgements of stress when given only the written text were of comparable consistency but did not correspond well with perceptions with speech, if the speech was spontaneous rather than spoken texts. Stress perceptions consequently may be suitable for evaluating acoustical correlates to within a 5% tolerance in overall location scores. Pooling the perceptions from several trials and several listeners may improve the stability of this "standard" for stress assignment. (Author/DD)

ED 088 288 FL 005 220
Lea, Wayne A. And Others
Use of Syntactic Segmentation and Stressed Syllable Location in Phonemic Recognition.
Pub Date Nov 72
Note—12p.; Paper presented at the Meeting of the Acoustical Society of America (84th, Miami, Florida, November 1972)
EDRS Price MF-$0.75 HC-$1.50

Descriptors—Articulation (Speech), Computers, Consonants, *Distinctive Features, Graphs, Language Patterns, *Language Research, Oral Expression, Pattern Recognition, Phonemes, *Phonemics, *Phonological Units, Phonology, *Phrase Structure, Sentence Structure, Syllables, Syntax, Vowels, Word Recognition

Automatic speech recognition is expected to be more successful when syntactically-related information is incorporated into early stages of recognition. Phonemic decisions, in particular, are expected to be more accurate and less ambiguous when contextual information is considered. A computer program detected about 90% of all boundaries between major syntactic constituents from fall-rise fundamental frequency (Fo) contours in the Rainbow Script as read by two talkers. A procedure was devised for locating stressed syllables, in constituents, from (1) high-energy and increasing-Fo portions near the peaks of Fo contours and (2) local increases in Fo from an archetype falling contour. The procedure succeeded in locating most syllables which had been perceived by listeners to be stressed. A recognition strategy is outlined for using detected syntactic boundaries and stressed syllable locations in estimating distinctive features of some phonemes in connected speech. Vowel and consonanat recognition would be attempted first in the stressed syllables. Other readily-detected segments, such as coronal strident fricatives, would be found. A pilot study showed that front/back decisions for vowels are more reliable in stressed than unstressed syllables. (Author/DD)

ED 088 289 FL 005 221

Lea, Wayne A.

Influences of Phonetic Sequences and Stress on Fundamental Frequency Contours of Isolated Words.

Pub Date Nov 72

Note—10p.; Paper presented at the Meeting of the Acoustical Society of America (84th, Miami Beach, Fla., November 1972)

EDRS Price MF-$0.75 HC-$1.50

Descriptors—Acoustic Phonetics, Articulation (Speech), Charts, Computers, Consonants, *Distinctive Features, Graphs, Language Patterns, *Language Research, Pattern Recognition, Phonemics, *Phonetics, *Phonology, Structural Analysis, Syllables, *Vocabulary, Vowels

At vowel onset following unvoiced consonants in /h-cvc/ utterances spoken by two talkers, Fo began high and fell about seven percent in the first five centiseconds. At closure of voiced oral obstruents, Fo suddenly dipped about ten percent, remained flat, suddenly rose about twenty five percent at opening of closure, and, after vowel onset, gradually rose. The high/low feature of the vowel, and manner and place of prevocalic consonant articulation had progressively less effects on vowel Fo values. The final consonant had no apparent effect on Fo values in the vowel. As previous synthesis work has suggested, the fall or rise of Fo in the initial portion of a vowel appears to be a cue to the state of voicing of previous consonants. Initial and peak Fo values in the vowel also can indicate state of consonant voicing. However, Fo contours in bisyllabic words with contrasting stress patterns and similar phonemic sequences showed that: (1) an initially-falling Fo in a vowel may indicate either previous unvoiced consonant or an unstressed vowel, and (2) a rising Fo contour may indicate either a word-initial vowel, a preceding voiced consonant, or a stressed vowel. (Author/DD)

ED 088 290 FL 005 413

Fernandez, Irene

Parental Involvement in Bilingual Education.

Pub Date 19 Nov 73

Note—7p.; Paper presented at Preconvention Workshop of the American Council on the Teaching of Foreign Languages (Boston, Massachusetts, November 19, 1973)

EDRS Price MF-$0.75 HC-$1.50

Descriptors—*Bilingual Education, *Educational Programs, Parent Attitudes, Parent Child Relationship, *Parent Influence, *Parent Participation, Parent Reaction, Parent Responsibility, Parent Role, *Parent School Relationship, Parent Student Conferences, Parent Student Relationship, Parent Teacher Conferences, Parent Teacher Cooperation, Program Descriptions, Schools

The author states that hundreds of schools throughout the country are discovering that a positive factor for academic achievement is parental involvement. Schools are finding out that parents "do care" and that, given the opportunity, they can influence and further enchance the educational opportunities of their children. Some question facing the schools are, "How do we begin to draw parents closer to the schools?," "What types of programs can we use with parents?," and "What are some of the new roles concerning education that parents can play?" The author tries to answer some of these questions by referring to the parental involvement component of the bilingual program at the Education Service Center, Region XIII, Austin, Texas. (SK)

ED 088 291 FL 005 442

Hinds, John

Passives, Pronouns, and Themes and Rhemes.

Pub Date Jan 74

Note—37p.; Revised version of a paper presented at the Meeting of the Linguistic Society of America (San Diego, California, Winter 1973)

EDRS Price MF-$0.75 HC-$1.85

Descriptors—Deep Structure, *Discourse Analysis, Form Classes (Languages), Function Words, Grammar, Kernel Sentences, Morphology (Languages), Nominals, Phrase Structure, *Pronouns, *Sentence Structure, Surface Structure, Tagmemic Analysis, *Transformations (Language), *Verbs

Identifiers—*Kuno (Susumu)

The "direct discourse analysis" introduced by Susumu Kuno is examined and found to be inadequate. To account for the data Kuno discusses, as well as for related data, a new approach to transformations is suggested. By determining the function, rather than the form, of a transformation, certain predictions are possible. Primary is the prediction that two or more grammatical devices may not apply to achieve antagonistic purposes in terms of theme-rheme distinctions. That is, no grammatical device may be used to indicate that an element of a sentence is the theme (or rheme) if another device has already been used to indicate the opposite. (Author/DD)

ED 088 292 FL 005 463

Oller, Kimbrough

Simplification in Child Phonology.

Pub Date 73

Note—9p.; Paper presented at the Western Conference on Linguistics (3rd, Victoria, British Columbia, 1973)

EDRS Price MF-$0.75 HC-$1.50

Descriptors—Articulation (Speech), *Child Language, Cognitive Processes, *Consonants, *Distinctive Features, Language Patterns, Linguistic Performance, Phonemics, Phonetics, Phonological Units, *Phonology, Pronunciation, Speech Habits, Syllables, *Vowels

The pronunciations of children do not merely represent accidental misses with respect to adult pronunciation. Children employ substitutions and deletions in highly systematic ways; child pronunciations reflect a set of simplification strategies. The major common processes of both normal and abnormal child phonology result in simplification of either linguistic output or the underlying phonological system of the child. The processes include: (1) cluster simplification; (2) final consonant deletion; (3) assimilations of various sorts; and (4) processes of category collapse which include liquidation (liquids and glides become glides), voicing avoidance (final voiced consonants are collapsed with the unvoiced category), and stopping (initial fricatives, affricates, and stops become stops). Even some processes which apparently result in complication of the child's output (viz., when the child adds phonetic elements to adult forms) are, in fact, simplifications since they reduce the child's speech effort by maximizing the production of certain preferred syllable shapes. (Author/DD)

ED 088 293 FL 005 546

Lavigne, Jean Claude

La Formation et la Recyclage des Professeurs de Langues Vivantes an Quebec 1973-1978 (The Training and Retraining of Modern Language Teachers in Quebec, 1973-1978).

Pub Date 73

Note—8p.; Paper presented in French at the International Colloquium of the Association Internationale pour la Recherche et la Diffusion des Methodes Audio-Visuelles et Structuro-Globales (5th, Brussels, Belgium, 1973)

EDRS Price MF-$0.75 HC-$1.50

Descriptors—Elementary Schools, *English (Second Language), English Programs, Inservice Teacher Education, *Language Programs, *Language Teachers, Preservice Education, Program Development, *Program Planning, Secondary Schools, *Teacher Education

Identifiers—Canada, *Quebec

Plans to improve instruction in English as a second language during a five-year period in Quebec, Canada, are outlined. The observations are based on the program established by the Minister of Education, Mr. Francois Cloutier. The study examines: (1) the current situation; and (2) proposed measures including teacher training, language programs, administration, extraccuricular activities, pedagogical research, and the organization of teaching, equipment, and material. (RL)

ED 088 294 FL 005 553

Howie, John M.

Acoustical Measurements of Selected Intonation Contours of French.

Pub Date 29 Dec 73

Note—14p.; Paper presented at the Annual Meeting of the Modern Language Association of America (Chicago, Illinois, December 29, 1973)

EDRS Price MF-$0.75 HC-$1.50

Descriptors—*Acoustic Phonetics, Acoustics, Artificial Speech, Auditory Perception, *Distinctive Features, *French, Graphs, *Intonation, Language Research, Modern Languages, Phonology, Pilot Projects, *Sentences, Spectrograms, Suprasegmentals, Syllables

Recent studies of rising intonation contours in French, in particular the acoustical differences that serve to distinguish Yes/No questions from other rising intonations are reviewed. The preliminary results of a pilot study of rising intonations in French, in which average curves were obtained from spectrographic measurements of fundamental frequency, are also reported. In conclusion it is found that the preliminary set of average curves presented here lend support to Pierre Delattre's description of three of his ten basic intonations of French: Yes/No, major continuation, and implication. The method described for deriving these average curves from spectrographic measurements is seen as a sound one, promising worthwhile results in future studies. Finally, in a discussion of the results of Allan Grundstrom's experiment with synthetic speech, it is noted that they seem to confirm the assumption that fundamental frequency is an effective cue for the perception of intonational distinctions. Perception testing of synthetic intonations is emphasized as a fruitful technique for acoustic description, which will eventually provide an adequate acoustic description of the distinctive intonation contour for Yes/No questions in French. (HW)

ED 088 295 FL 005 567

Brown, James W.

Even If They're Tearing up the Street Where You Were Born, Don't Throw Out the Baby with the Wash.

Pub Date Dec 73

Note—10p.; Paper presented at the Annual Meeting of the Modern Language Association (88th, Chicago, Ill., December 1973)

EDRS Price MF-$0.75 HC-$1.50

Descriptors—*Audiolingual Methods, *Educational Trends, *Language Instruction, Language Programs, Methods Courses, *Modern Languages, Teacher Education, *Teaching Methods

This article comments on Gilbert A. Jarvis' "-Teacher Education Goals: They're Tearing Up the Street Where I Was Born" in the December 1972 issue of "Foreign Language Annals." Remarks concerning teacher education, methods courses, teaching strategies, the audiolingual method of language instruction, and the Modern Language Association "Guidelines" for teacher preparation prepared in 1966 concentrate on areas of solid accomplishment in language program development while recognizing the changing attitudes towards language instruction in the 1970's. (RL)

ED 088 296 FL 005 596

Simmons, James L.

Efficient Conversation: The Talk between Pilots and Air Traffic Controllers.

Pub Date Jan 74

Note—35p.

EDRS Price MF-$0.75 HC-$1.85

Descriptors—*Aircraft Pilots, Airports, Aviation Technology, *Aviation Vocabulary, *Communication (Thought Transfer), Language Patterns, Radar, *Radio, *Sociolinguistics, Traffic Control, Traffic Safety

Two-way radio communications between air traffic controllers using radar on the ground to give airplane pilots instructions are of interest within the developing framework of the sociology of language. The main purpose of air traffic control language is efficient communication to promote flight safety. This study describes the standardized format of one part of routine two-way radio communications--the approach to the airport to land. (Author)

HE

ED 088 297 HE 003 650

1971-72 Administrative Compensation Survey.

College and Univ. Personnel Association, Washington, D.C.

Pub Date Mar 72

Note—91p.

Available from—Executive Director, College and University Personnel Association, Suite 525, One Dupont Circle, Washington, D. C. ($4.50 for CUPA members; $6.00 for nonmember educational institutions; $10.00 for all others)

EDRS Price MF-$0.75 HC Not Available from EDRS.

Descriptors—*Chief Administrators, *Educational Finance, *Higher Education, *Personnel Policy, *Salaries, Salary Differentials

The intent of this study was to produce something more than a tabulation of salaries for college and university administrators. Institutional chief administrative officers devote a great deal of time to personnel matters, and especially to matters concerning members of the professional staff. This research attempts to speak to these concerns by describing current compensation arrangements, by identifying the relationships that exist among positions regardless of absolute compensation, and by raising questions and suggesting areas for further research. The data were collected by means of institutional questionnaires and are presented for academic year 1971-72. Further, the information is presented in both discussion and tabular forms. (Author/HS)

ED 088 298 HE 005 004

Higher Education Research and Development Priorities: A Joint Report to the National Institute for Education Prepared by the Higher Education Research and Development (HERD) Group.

National Inst. of Education (DHEW), Washington, D.C.

Pub Date 27 Apr 72

Note—23p.

EDRS Price MF-$0.75 HC-$1.50

Descriptors—*Educational Development, *Educational Planning, *Educational Research, *Higher Education, *Resource Allocations

Identifiers—*National Institute of Education, NIE, NIE Archives

This document provides an agenda for investment by the National Institute of Education and identifies the problem areas and functional activities that require a greater commitment of resources to provide an effective national program of research and development in higher education. Fifteen major problem areas have been identified, including: policy, planning and organization; alternative forms in processes; economics and financing; program planning and analysis; standards and procedures; institutional operations; change strategies; student access and distribution; certification and accreditation; curriculum design; student services; institutional environments; instructional process; student learning and development; and evaluation and measurement. The list is grouped by related problem areas and not in priority order. Each area description includes a statement about the effort currently under way by members of the Higher Education Research and Development group as an aid to planning decisions. (MJM)

ED 088 299 HE 005 075

Chicago Student Health Project Summer 1968.

Health Services and Mental Health Administration (DHEW), Bethesda, Md. Regional Medical Programs Service.

Pub Date 70

Note—137p.; This project was conducted and administered jointly by the Student Health Organization of Chicago and the Presbyterian-St. Luke's Hospital, Chicago

EDRS Price MF-$0.75 HC-$6.60

Descriptors—Educational Programs, *Health Occupations Education, *Health Services, *Higher Education, Medicine, School Community Relationship, *Student Experience, *Student Projects

Identifiers—*Chicago Student Health Project, SHP

The Student Health Projects (SHPs) were conceived more than 3 years ago by students in the health sciences as a primary step in their efforts to enhance the quality of their educational experience. The Chicago Student Health Project was devised, organized, and directed by members of the Student Health Organization. The format of this report is as follows: an introduction concerning the implications of the project for students; a background note discussing the implications of the summer's work for the Regional Medical Program; then an overview of some of the problems faced by the project is presented, dealing in depth with the black/white confrontation. The body of the report consists of two sections, the first composed of reports on the community sites where the students worked and the second an analysis of the work performed at a number of hospital sites. The final section presents a brief analysis of some selected characteristics of the participating students. (Author/PG)

ED 088 300 HE 005 089

The Factbook for [Your School] and Guidelines for Its Use.

National Lab. for Higher Education, Durham, N.C.

Pub Date [73]

Note—102p.

EDRS Price MF-$0.75 HC Not Available from EDRS.

Descriptors—*Data Collection, *Educational Planning, *Higher Education, Institutional Research, *Recordkeeping, *Statistical Data

This factbook is a pocket-sized looseleaf notebook containing blank statistical tables where data may be recorded concerning institutions. Eight major sections, which include tables, provide a place for information about the school's history, academic constituents, admissions and enrollment, academic programs, finances, physical resources, student life, and special information. Most of the tables provide space to cover a 5-year period. Guidelines for the factbook are included. (MJM)

ED 088 301 HE 005 090

Miller, James L., Jr., Ed.

Scholarship and Teaching in the Field of Higher Education.

Association of Professors of Higher Education.

Pub Date 74

Note—44p.; Proceedings of the Annual Meeting of the Association of Professors of Higher Education (2nd, Chicago, Illinois, March 11, 1973)

Available from—ACT Publications, P. O. Box 168, Iowa City, Iowa 52240 ($3.00)

EDRS Price MF-$0.75 HC-$1.85

Descriptors—Conference Reports, *Educational Programs, *Higher Education, *Internship Programs, *Teaching Methods

Five papers presented at the meeting of the Association of Professors of Higher Education (APHE) are divided into three topical areas. These areas concern: the field of higher education, teaching methods utilized in higher education programs, and an informal history of the APHE. Topics concern the isolation of higher educationists as scholars; an introductory overview of a survey of programs in the field of higher education; the administrative internship as an out-of-class methodology in leadership development; and the use of "informal" internship experiences. (MJM)

ED 088 302 HE 005 091

Physician Manpower in Florida Series. 1. A Report on Physician Distribution in Florida.

Florida Regional Medical Program, Tampa.

Spons Agency—Public Health Service (DHEW), Washington, D.C.

Pub Date Jun 73

Note—49p.

EDRS Price MF-$0.75 HC-$1.85

Descriptors—*Health Needs, *Health Personnel, *Higher Education, *Labor Supply, Medicine, *Physicians, Professional Education

Identifiers—*Florida

At the request of the Community Hospital Education Council of Florida, this study was performed to assist the Council in its function of helping to provide a continuing supply of highly trained physicians, in the appropriate specialities, in the communities where they are needed. The objective of the study was to conduct an accurate inventory, by specialty, of physicians in active practice in Florida and to identify gaps in the supply and distribution of physicians. The inventory was compared first with the physician staffing patterns of several major group health plans, ratios that have frequently been used for comparison with the number of practitioners in certain populations. This comparison developed an "excess" of physicians in primary care and in most specialities for the state. Such a finding is markedly inconsistent with the availability of physicians that actually pertains in Florida today. Under the conclusion that the group health plan ratios do not apply to the system by which health care and physicians' services are delivered to Floridians at this time, the author of this report has developed a set of recommended baseline physician ratios and has compared the inventory with those. Related tables are included in the appendices. (Author)

ED 088 303 HE 005 092

Philadelphia Student Health Project Summer 1968.

Health Services and Mental Health Administration (DHEW), Bethesda, Md.

Pub Date 69

Note—140p.

EDRS Price MF-$0.75 HC-$6.60

Descriptors—*Health Occupations Education, *Health Services, *Higher Education, Poverty Programs, School Community Relationship, *Student Experience, *Student Projects

Identifiers—*Philadelphia, Student Health Organization

The Philadelphia Student Health Organization Summer Health Project had as a purpose to collect information relevant to the following categories: (1) descriptions of new kinds of cooperative arrangements; (2) descriptions of features of community organizations; (3) description of the health status of poor populations; (4) evaluation of the present adequacy of health care programs; (5) estimation of health attitudes of poor populations; and (6) descriptions of new methods for obtaining information relevant to the above questions. Section I of the report provides some background information to help orient the reader to the project. Section II presents papers concerning the problems assessed by the Student Health Organization. Section III contains project worker personal contact reports. Section IV presents an evaluation of the educational and attitudinal impact of the project on student participants as well as some general comments on the significance of the project as a whole. The various research instruments designed and used by the researchers in obtaining their information are contained in the Appendices of Section V. A list of the projects and the project participants appears in Section V also. (Author/PG)

ED 088 304 HE 005 097

Monographs on Music in Higher Education. Papers and Reports from Conferences Sponsored by the Contemporary Music Project.

National Association of Schools of Music, Washington, D.C.

Pub Date 73

Note—88p.

EDRS Price MF-$0.75 HC-$4.20

Descriptors—College Faculty, Conference Reports, Curriculum Development, *Graduate Study, *Higher Education, *Music Activities, *Music Education, *Music Teachers

The papers contained in the first section of this publication were prepared as background material for a Contemporary Music Project (CMP) Conference on College Music Curricula held in October 1970. The papers concern musical analysis and evaluative competence, compositional processes and writing skills, music history and literature, performance and applied music skills, and the musician as teacher. Conference proceedings for invitational forums held at Yale University, April 1973 and at Northwestern

University, January 1973 are presented. These proceedings covered the education of the performing musician and the graduate education of college music teachers respectively. (MJM)

ED 088 305 HE 005 147
Faculty Agreement, 1972-1973. Oakland University.
Oakland Univ., Rochester, Mich.
Pub Date 72
Note—63p.
EDRS Price MF-$0.75 HC-$3.15
Descriptors—Collective Bargaining, Collective Negotiation, College Faculty, Grievance Procedures, *Higher Education, *Leave of Absence, *Negotiation Agreements, *Teacher Salaries, Teaching Load, *Universities, Working Hours
Identifiers—AAUP, American Association of University Professors, *Oakland University
The faculty agreement between the Board of Trustees and the Oakland University Chapter of the American Association of University Professors covers the 1972-73 year. Articles of the agreement include definitions, recognition, work of the bargaining unit, academic ranks and titles, association rights, discipline and discharge, professional responsibilities, compensation, leaves with pay, unpaid leave, work or business interruption, grievance procedure, university management, guarantee of rights, past practices, appointment dates, miscellaneous provisions, minimum terms, amendment, exchange of information, effective date and duration, and arbitration. Appendices cover dismissal procedures; compensation; supplies; and letters of agreement for supplies and support services, research funds, university calendar, duration of salary, student-faculty ratio, librarians' work schedule, tenure and appointment policy committee, and travel budget. (MJM)

ED 088 306 HE 005 148
A Memorandum of Understanding Between the Board of Trustees and Faculty of Belleville Area College, District No. 522. 1973-1974.
Belleville Area Coll., Ill.
Pub Date 73
Note—28p.
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*Collective Bargaining, *Collective Negotiation, *Contracts, *Higher Education, Leave of Absence, Negotiation Agreements, Teacher Salaries, Teaching Benefits, *Tenure
Identifiers—AAUP, American Association of University Professors, *Belleville Area College
The memorandum of understanding between the Board of Trustees and Faculty of Belleville Area College, District No. 522, for the period 1973-74, covers service and workload standards, assignments, leave policy, evaluation and grievance procedures, salary schedule, longevity, and fringe benefits. The tenure policy adopted on May 19, 1971 is also included. (PG)

ED 088 307 HE 005 149
[Agreement Between the College of Medicine and Dentistry of New Jersey and the Council of Chapters of the American Association of University Professors at the College of Medicine and Dentistry of New Jersey.]
New Jersey Coll. of Medicine and Dentistry, Newark.
Pub Date 8 Jun 73
Note—20p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Collective Bargaining, *Collective Negotiation, *Contracts, Grievance Procedures, *Higher Education, *Medical Schools, Teacher Salaries, Teaching Benefits, Travel
Identifiers—AAUP, American Association of University Professors, *College of Medicine and Dentistry of New Jersey
This agreement between the College of Medicine and Dentistry of New Jersey and the Council of Chapters of the American Association of University Professors at the College of Medicine and Dentistry of New Jersey is effective from June 8, 1973 to June 30, 1975. Contained in the agreement are articles covering policy statements, grievance procedures, management responsibilities, compensation benefits, fringe benefits, faculty travel, and consultation and communications procedures. The appendix contains the faculty salary schedule. (PG)

ED 088 308 HE 005 152
[Agreement between New York Institute of Technology and Council of Metropolitan and Old Westbury Chapters, American Association of University Professors.]
New York Inst. of Tech., Old Westbury.
Pub Date 16 Dec 71
Note—14p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Academic Freedom, Collective Bargaining, Collective Negotiation, College Faculty, *Fringe Benefits, Grievance Procedures, *Higher Education, *Negotiation Agreements, *Teacher Salaries, *Teaching Load, Tenure
Identifiers—AAUP, American Association of University Professors, *New York Institute of Technology
This agreement is between the New York Institute of Technology and the Council of Metropolitan and Old Westbury Chapters, American Association of University Professors. The agreement covers salaries, fringe benefits, teaching load, parttime ratio, minisemester, academic freedom, tenure, no strike, grievance and arbitration procedures, institute rights, institute growth and development, existing benefits, checkoff, security, and term. (MJM)

ED 088 309 HE 005 153
Community College District No. 15, Wenatchee Valley College, State of Washington. Board of Trustees Resolution No. 73-32 Regarding A. H. E. Negotiations Resolution.
Wenatchee Valley Coll., Wenatchee, Wash.
Pub Date 73
Note—3p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*College Faculty, *Community Colleges, *Faculty Organizations, Governance, Governing Boards, *Higher Education, *Negotiation Agreements, Teacher Participation, Trustees
Identifiers—Association of Higher Education, *Wenatchee Valley College
The Board of Trustees of Community College District No. 15, Wenatchee Valley College, adopted a resolution to govern the representation of academic employees in their relations with the Community College District. Emphasis is placed on recognition, guiding principles, procedures, resolution of differences, and revision. (MJM)

ED 088 310 HE 005 154
Cooperative Board-Staff Relations Between the Board of Trustees of College District No. 2 and the Grays Harbor College Faculty Association.
Grays Harbor Coll., Aberdeen, Wash.
Pub Date 68
Note—3p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*College Faculty, *Community Colleges, *Faculty Organizations, Governance, Governing Boards, *Higher Education, *Negotiation Agreements, Teacher Participation, Trustees
Identifiers—*Grays Harbor College
The Board of Trustees of Community College District No. 2 and the Grays Harbor College Faculty Association agreement concerning cooperative board-Staff relations is presented. Following recognition, emphasis is placed on procedures, and resolution of differences. The section on procedures covers association participation, directing requests, exchange of facts, requests for assistance, rights of the individual faculty member. The resolution of differences section concerns the study committee, special committee, and expenses. (MJM)

ED 088 311 HE 005 155
Agreement Between the Board of Trustees of State Colleges and the Boston State College Faculty Federation, American Federation of Teachers Local 1943, AFL-CIO (April 3, 1972).
Boston State Coll., Mass.
Pub Date 3 Apr 72
Note—30p.
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*Academic Freedom, *Collective Bargaining, *Contracts, Grievance Procedures, *Higher Education, *Negotiation Agreements, State Schools, Teacher Participation, Teaching Benefits, Teaching Load, Tenure, Unions
Identifiers—AFT, American Federation of Teachers, *Boston State College
Presented in this document is the agreement between the Board of Trustees of State Colleges and the Boston State College Faculty Federation of the American Federation of Teachers, Local 1943, AFL-CIO effective for the period from April 3, 1972 to June 30, 1974. Articles of the agreement cover recognition and definitions, relationship between board of federation, use of college facilities, faculty fringe benefits, academic freedom and responsibility, selection of department chairmen, participation in decisionmaking, faculty reappointment, promotion, tenure, faculty workload, curriculum, college development, extra duties of faculty, grievance procedures, and the policymaking authority of the Board of Trustees. Appendices include payroll deduction authorization and Board policies on appointment, promotion and tenure, on nondiscrimination, and on the academic year. (PG)

ED 088 312 HE 005 169
Hodgson, Thomas F. And Others
Committee on Foreign Student Policies and Services, Final Report.
Washington Univ., Seattle.
Pub Date Aug 73
Note—114p.
EDRS Price MF-$0.75 HC-$5.40
Descriptors—Administrative Organization, Admission (School), College Students, *Educational Finance, *Educational Policy, *Foreign Students, *Higher Education, *School Services
Identifiers—*University of Washington
This report reviews policies and services developed at the University of Washington, Seattle for international students, assesses the adequacy of the service and recommends changes that are needed. Recommendations cover six areas: general, support services, admissions, financial resources, English as a second language, and governmental regulatory changes. A proposed policy statement is included. (MJM)

ED 088 313 HE 005 170
Sherman, Barbara R. Blackburn, Robert T.
Personal Characteristics and Teaching Effectiveness of College Faculty.
Pub Date Jan 74
Note—20p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*College Faculty, Educational Research, *Effective Teaching, Factor Analysis, *Higher Education, *Teacher Characteristics, *Teacher Evaluation, Teachers
This inquiry determines the degree of relationship between observed faculty personal characteristics and judged teaching effectiveness. Students in a liberal arts college rated faculty on two typical teaching evaluation instruments and on a semantic differential form. Data came from 1,500 student judgments on 108 faculty (86 percent). Factor analysis, analysis of variance, and multiple regression analyses showed that (a) personality and teaching effectiveness were highly correlated (.77), (b) factors derived from the semantic differential predicted a multiple R= 0.88 for teaching effectiveness, and (c) dynamic, pragmatic, amicable, and highly intellectually competent faculty received statistically significantly higher teaching competence ratings than did professors tending toward the opposites of these traits. The findings suggest that improvement of teaching effectiveness may depend more on changes related to personality factors than on those involving classroom procedures. (Author)

ED 088 314 HE 005 178
Coffey, William J. Nordstrom, Louis W., Jr.
Evaluation of College Management Courses.
Naval Postgraduate School, Monterey, Calif.
Report No—AD-769-804
Pub Date Sep 73
Note—77p.; Master's thesis, Naval Postgraduate School
Available from—National Technical Information Service, Springfield, Virginia (AD-769 804/6GA, PC $6.00, MF $1.45)
Document Not Available from EDRS.
Descriptors—Course Evaluation, *Educational Needs, *Higher Education, *Management Development, *Management Education, *Managerial Occupations, Manpower Development, Questionnaires, Research Projects
The answers from 247 questionnaires from managers of 27 corporations, divided between the eastern and western United States, were analyzed to determine those college and university courses which business and industry feel would contribute most to the future managerial success of a person

graduating from college and starting a career as a management trainee. The results of the survey indicated basic agreement between eastern and western management personnel as to the emphasis placed on the six related course classifications and most of the individual courses within each classification. Many of the individual courses within all classifications were considered important; however, the financial and personnel management groups received the most emphasis, followed by the operating management classification. The results also indicated that today's managers do not consider many of the courses presently required as core courses (i.e., business law, economics, marketing, etc.) to be as valuable as the colleges and universities apparently think. (Author)

ED 088 315 HE 005 183
Nwagbaraocha, Joel O.
Systems Analysis Approach to Academic Planning. Part II. Research Profile. Vol. 2, No. 1, March 1974.
Institute for Services to Education, Washington, D.C.
Pub Date Mar 74
Note—16p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Degrees (Titles), Educational Research, *Educational Supply, *Higher Education, Job Market, *Labor Supply, *Negro Education, Systems Analysis
Identifiers—*TACTICS
This is the second part in a series of three parts on the systems analysis approach to academic planning. Part I defined parameters of the systems analysis approach to academic development (ED 083 951). Part II deals with a compendious analysis of degrees offered at 87 colleges and universities with a Black heritage and a summary of occupational outlook for college graduates in the 1970's. The effort here is to correlate the degrees presently offered by these institutions to available jobs, employment records, and projects for future employment. The basis of the degree analysis is the MIS/Tactics (Technical Assistance Consortium To Improve College Services) Fall 1973 reports on degrees offered by 87 Black colleges. Department of Labor statistics are utilized where applicable. (Author)

ED 088 316 HE 005 190
Hodgkinson, Harold L. Schenkel, Walter
A Study of Title III of the Higher Education Act: The Developing Institutions Program. Final Report.
California Univ., Berkeley. Center for Research and Development in Higher Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.
Pub Date Jan 74
Contract—OEC-0-70-4927
Note—582p.
EDRS Price MF-$1.05 HC-$28.20
Descriptors—Educational Development, *Educational Finance, *Federal Aid, *Higher Education, *Institutional Research, *Profile Evaluation, Questionnaires, Research Projects
Identifiers—*Higher Education Act Title III
This study of Title III of the Higher Education Act develops a profile of characteristics of developing institutions, makes in-depth case studies of a selected sample of institutions that have received Title III funds, describes the impact of Title III monies on campus between 1965-66 and 1970-71, and develops indicators of institutional vitality that may be used in determining an institution's eligibility for program funding under Title III. A questionnaire was developed to examine general data about the institution and the use of Title III funds on campus. Case studies also provided information based on 2-day site visits to each institution. Results of the study are categorized into: a profile of a little-known sector of American higher education; some indicators of institutional validity; total number of grants awarded and institutional judgments of "most successful" programs; an analysis of case study data; and case studies and appendices. Case studies cover the Community Junior College of Kansas City, Kansas; Mount Saint Mary College; and Findlay College. The appendices include the questionnaire and interview agenda. (MJM)

ED 088 317 HE 005 192
Aleamoni, Lawrence M.
The Usefulness of Student Evaluations in Improving College Teaching. Research Report No. 356.
Illinois Univ., Urbana. Office of Instructional Resources.
Report No—RR-356
Pub Date Feb 74
Note—56p.
EDRS Price MF-$0.75 HC-$3.15
Descriptors—College Students, *Effective Teaching, *Faculty Evaluation, *Feedback, *Higher Education, Instructional Improvement, *Student Attitudes
Identifiers—*Illinois Course Evaluation Questionnaire
The present study was designed to assess the effects of a combination of feedback and personal consultations using college student evaluations on faculty performance. Student evaluation feedback and personal consultations were conducted at least a semester before any follow-up data was gathered. The results indicate that providing computerized results of college student evaluations along with individual faculty consulting sessions helped the instructors significantly improve their student ratings on two instructional dimensions. (Author)

ED 088 318 HE 005 194
Institutional Program for Fort Hays Kansas State College Hays, Kansas. Second Edition.
Fort Hays Kansas State Coll., Hays.
Pub Date Apr 73
Note—98p.
EDRS Price MF-$0.75 HC-$4.20
Descriptors—College Role, *Colleges, Educational Assessment, *Educational Objectives, *Higher Education, *Instructional Programs, *Program Descriptions
Identifiers—*Fort Hays Kansas State College
This document presents an overview of the instructional program at Fort Hays Kansas State College. The historical overview concerns present status, the educational task, the general mission of the Regent Institutions, and the instructional mission of FHKSC. Goals and objectives in seven program areas are discussed, including instruction, research, public service, academic support, student services, institutional support, and independent operations. Comments concerning the organizational, honors program, students, cultural, and recreational areas are included. Constraints of the program and affinities are indicated, in addition to appendices covering an information inventory. (MJM)

ED 088 319 HE 005 195
Stewart, Michael O. Hannafin, Kathleen M.
Stabilization of Freshman Enrollment by Analysis of College Choice Factors and College Services.
Fort Hays Kansas State Coll., Hays. Office of Institutional Research.
Pub Date Jan 74
Note—25p.
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*College Choice, *College Freshmen, Decision Making, *Higher Education, Institutional Research, Questionnaires, Research Projects, *School Services, *Student Enrollment
Identifiers—*Fort Hays Kansas State College
A 20 percent random sample of first-time enrolled freshman students at Fort Hays Kansas State College were requested to respond to a three-part questionnaire. Fifty-six items were evaluated regarding the efficiency and influence of the institutions services available to incoming students. Replies were received from 66 percent of the sample. The analysis of the survey indicates that pre-admission contacts with the financial aid office played an important role in influencing students to attend Fort Hays. The pre-admission contacts with the admission/registrar and housing offices played relatively minor roles, while the field service offices had a less positive influence on college choice. More than half of the students indicated that they were very pleased with Fort Hays while less than 2 percent indicated disappointment with Fort Hays Kansas State College. (MJM)

ED 088 320 HE 005 196
Aleamoni, Lawrence M. Yimer, Makonnen
Graduating Senior Ratings Relationship to Colleague Rating, Student Rating, Research Productivity and Academic Rank in Rating Instructional Effectiveness. Research Report No. 352.
Illinois Univ., Urbana. Office of Instructional Resources.
Report No—RR-352
Pub Date Feb 74
Note—13p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Academic Rank (Professional), *College Students, *Effective Teaching, *Higher Education, Productivity, Research Projects, Seniors, *Teacher Evaluation, Teacher Rating
Graduating senior ratings were added to colleague and currently enrolled student ratings (gathered on a group of 477 instructors in an earlier study) and then compared to the instructors' research productivity and academic rank. Graduating senior, colleague, and student ratings were not found to be significantly related to the instructors' research productivity. However, senior ratings were significantly and highly related to colleague and currently enrolled student ratings but not to academic rank, indicating that the reputation of the instructors may not be influencing seniors' judgments of excellence in teaching. (Author)

ED 088 321 HE 005 197
Stewart, Michael O.
Faculty Activity Analysis: Its Role in the Evaluation of Faculty.
Pub Date [73]
Note—12p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*College Faculty, *Higher Education, Non Instructional Responsibility, Teaching Assignment, *Teaching Load, *Working Hours
The faculty activity analysis describes the time faculty spend in various professional activities. Faculty time is expressed in terms of hours or in terms of percent of the total work effort. Various forms of the analysis are discussed. Each form emphasizes categories of faculty time including: instruction, research, professional development, and internal service. The data derived from the analysis can be used to identify the faculty component of instructional costs; determine faculty activity patterns; and determine faculty course load patterns. (MJM)

ED 088 322 HE 005 198
Guidelines for Increasing Academic Efficiency at the State Colleges and Universities as Approved by the Board of Regents, State of Kansas.
Kansas State Board of Regents, Topeka.
Pub Date Dec 72
Note—88p.
EDRS Price MF-$0.75 HC-$4.20
Descriptors—*Academic Education, Guidelines, *Higher Education, Program Coordination, Program Costs, *Program Effectiveness, Program Evaluation, Program Planning, *State Colleges, *State Universities
Identifiers—*Kansas
Guidelines for increasing academic efficiency at the Kansas state colleges and universities cover the regents' institutions, programs and costs, and evaluation and coordination. Following introductory material, Chapter II describes the current Regent's structure for coordination and briefly characterizes the instructional mission of each institution. Chapter III presents an overall picture concerning instructional costs in Regents' institutions and some of the considerations involved in deciding when it is sound public policy TO OFFER SIMILAR PROGRAMS IN ONE OR MORE INSTITUTIONS. Chapter IV lists steps taken to achieve coordination and gives examples of cooperative programs now in operation within the Regent's system. Chapter V offers specific recommendations to the Regents for discontinuance of some programs, placing others on provisional status subject to intensive subsequent review, and making other policy changes to facilitate academic planning. (MJM)

ED 088 323 HE 005 201
Shelton, C. Kathryn Sexton, Robert F.
The Tax Status of Internships and Other Field Experience Education Payments.
Kentucky Univ., Lexington. Office for Experiential Education.
Pub Date 5 Mar 74
Note—9p.
EDRS Price MF-$0.75 HC-$1.50

Descriptors—*Fellowships, Field Experience Programs, *Higher Education, *Internship Programs, *Scholarships, *Taxes, Tax Rates

The income tax status of various assistantships, internships, fellowships, and scholarships has been the subject of much confusion. This paper examines the various rulings and policies of the Internal Revenue Service for the use of members of the university community. Emphasis is placed on scholarship or fellowship grants; tax exempt revenue rulings; reasons why assistantships and internships are not within the tax exempt scholarship and fellowship grant category and taxable revenue rulings. (MJM)

ED 088 324 HE 005 202

Care and Cure: Health Curriculum for Current Needs. Regional Spotlight. Southern Regional Education Board, Vol. 3, No. 3, January/February 1974.

Southern Regional Education Board, Atlanta, Ga.
Pub Date Jan 74
Note—8p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Curriculum Development, *Health Personnel, *Higher Education, *Manpower Needs, Medicine, *Nurses, *Physicians, Professional Education, Southern States
Identifiers—Southern Regional Education Board, SREB

How will the health professionals in the Southern Regional Education Board (SREB) region handle increased demands for health care? This document describes one course of action illustrated by current efforts to increase the supply of health personnel by a shortened curriculum in professional schools. Usually these programs offer only about 3 months less coursework than traditional programs but, by foregoing summer vacations, students can graduate in 3 years. Maldistribution, or the fact that physicians and other health personnel tend to congregate in urbanized areas and to avoid rural ones, is also a major factor in the delivery of dental care. The problem in nursing is the attrition rate, one of the highest of all professions. Given the expense of educating health personnel, the future of American health care appears to lie not in increasing numbers, but in a change in the working patterns of health personnel, patterns related to patient care and to others of the health care team. Preventive, comprehensive care; expanded roles for nurses and utilization of auxiliary personnel; and a team approach to health care--all applied within community settings--spell the future of American health care delivery, and the foci of many Southern curricula presented in this report. (Author/PG)

ED 088 325 HE 005 203

Anderson, Wayne And Others
University-Wide Planning for the Minority Student.
Southern Regional Education Board, Atlanta, Ga. Inst. for Higher Educational Opportunity.
Pub Date 74
Note—13p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Administrative Organization, *College Planning, *College Students, Decision Making, *Educational Planning, *Higher Education, *Minority Groups

This report deals with the structures and functions that must be established to insure comprehensive planning to achieve a total institutional response to the requirements of operating a multi-ethnic campus. These structures and functions include the principles for the planning basis, administrative structure, decisionmaking structure, advisory structure, illustrative functions (those which the institutional structure ought to carry out), and implementation. (MJM)

ED 088 326 HE 005 204

Health Professions Education Master Plan: A Part of Phase III of the New Jersey Master Plan for Higher Education, May 1973.

New Jersey State Dept. of Higher Education, Trenton. Office of Health Professions Education.
Pub Date May 73
Note—389p.
EDRS Price MF-$0.75 HC-$18.60
Descriptors—Educational Needs, Educational Planning, *Health Occupations, *Health Occupations Education, Health Personnel, *Higher Education, Manpower Needs, *Master Plans, Medical Education, *Statewide Planning
Identifiers—*New Jersey

This document presents the Health Professions Education Master Plan, a part of Phase III of the New Jersey Master Plan for Higher Education. The Plan covers (1) team concept of health care delivery and the education of health professionals; (2) accreditation, licensure and certification: factors affecting manpower availability; (3) recruitment, retention and mobility; (4) continuing education; (5) regionalization and institutional cooperation; (6) use of health facilities resources; (7) faculty preparation and development; (8) research in the health sciences; (9) manpower needs in the occupational categories; (10) implementation of the Master Plan; and (11) evaluation and review of the Master Plan. Appendices include advisory committee members, major meetings, advisory council members, and inventory of health professions education programs. (MJM)

ED 088 327 HE 005 208

Withey, Stephen B. And Others
A Degree and What Else? Correlates of Consequences of a College Education.
Carnegie Commission on Higher Education , Berkeley, Calif.
Pub Date Jun 71
Note—159p.
Available from—McGraw-Hill Book Company, Hightstown, New Jersey 08520 ($5.95)
Document Not Available from EDRS.
Descriptors—*College Environment, *College Students, *Higher Education, *Occupational Aspiration, Socioeconomic Status, *Student Experience
Identifiers—*Carnegie Commission on Higher Education

This study of the college experience and its effects on the students' occupation, life style, and social and political values. Chapters cover the problems in assessing impact, who goes to college, the impact of the college experience, higher education and economic behavior, some effects on life-style, mass media usage by the college graduate, and political behavior. (MJM)

ED 088 328 HE 005 209

The Campus and the City: Maximizing Assets and Reducing Liabilities.
Carnegie Commission on Higher Education , Berkeley, Calif.
Pub Date Dec 72
Note—212p.
Available from—McGraw-Hill Book Company, Hightstown, New Jersey 08520 ($3.95)
Document Not Available from EDRS.
Descriptors—*College Role, *Educational Needs, *Higher Education, *Urban Environment, *Urban Universities
Identifiers—*Carnegie Commission on Higher Education

In this report, the Carnegie Commission considers the special issues and opportunities of the urban setting and the nature and quantity of higher education resources required to respond adequately to the needs of a metropolitan area. Recommendations deal with higher education's relationships with cities as educator, as expert, and as a major participant in city life. The Commission specifically proposes the creation of ten "urban-grant" colleges and universities to see what they can do with imaginative overall approaches to urban problems. (MJM)

ED 088 329 HE 005 210

Karwin, Thomas J.
Flying a Learning Center: Design and Costs of an Off-Campus Space for Learning.
Carnegie Commission on Higher Education , Berkeley, Calif.
Pub Date 73
Note—41p.
Available from—McGraw-Hill Book Company, Hightstown, New Jersey 08520 ($2.00)
Document Not Available from EDRS.
Descriptors—Costs, *Educational Facilities, *Educational Innovation, *Facility Requirements, *Higher Education, Models, *Off Campus Facilities
Identifiers—*Carnegie Commission on Higher Education

Campus facilities for students who wish to pursue an academic degree but cannot attend the campus offering the degree present a challenge to the institution. This paper discusses the design of physical facilities after only a brief discussion of instructional techniques and passing reference to the formidable problems of transition from traditional instructional practices to newer techniques. This approach is intended to interrupt the cycle of designing spaces to support established instructional designs, then limiting instructional designs to those for which appropriate spaces are available. A thorough description of this hypothetical new facility would include a detailed analysis of the kinds of instruction it could support, descriptions of alternative models for servicing the off-campus student, and comparisons of the validity, responsiveness, and costs of the alternatives. Five such models are identified in this paper, but only one is described in any detail and only very limited comparisons are provided. (Author/MJM)

ED 088 330 HE 005 211

Bowles, Frank DeCosta, Frank A.
Between Two Worlds: A Profile of Negro Higher Education.
Carnegie Commission on Higher Education , Berkeley, Calif.
Pub Date 71
Note—323p.
Available from—McGraw-Hill Book Company, Hightstown, New Jersey 08520 ($7.95)
Document Not Available from EDRS.
Descriptors—*College Role, *Educational Opportunities, *Higher Education, Negro Colleges, *Negro Education, *Negro Students
Identifiers—*Carnegie Commission on Higher Education

The authors believe that colleges with predominantly black student bodies have a continuing role to play in extending educational opportunity to Negroes, and they recommend that efforts be made to encourage more black youth to prepare for college and that black colleges enrich their academic offerings. (MJM)

ED 088 331 HE 005 212

Storr, Richard F.
The Beginning of the Future: A Historical Approach to Graduate Education in the Arts and Sciences.
Carnegie Commission on Higher Education , Berkeley, Calif.
Pub Date 73
Note—114p.
Available from—McGraw-Hill Book Company, Hightstown, New Jersey 08520 ($5.95)
Document Not Available from EDRS.
Descriptors—*Degrees (Titles), *Educational Objectives, *Graduate Study, *Higher Education, *Historical Reviews, Liberal Arts
Identifiers—*Carnegie Commission on Higher Education

The author reviews the history of graduate study in the United States and establishes a background for dealing with the confusion about the meaning of degrees that colors so much of graduate education today. He concludes that graduate study must acquire new meaning, and he explores two approaches to that meaning. (MJM)

ED 088 332 HE 005 213

Ashby, Eric
Any Person, Any Study: An Essay on Higher Education in the United States.
Carnegie Commission on Higher Education , Berkeley, Calif.
Pub Date 71
Note—121p.
Available from—McGraw-Hill Book Company, Hightstown, New Jersey 08520 ($4.95)
Document Not Available from EDRS.
Descriptors—*Educational Assessment, *Educational Needs, *Educational Objectives, *Educational Planning, Essays, *Higher Education
Identifiers—*Carnegie Commission on Higher Education

The author states that "there is a sense of inevitability about the course on which higher education is set in America and that planners may be helpless to change this course; though it may, indeed probably will, be changed by the forces of society. But if it remains on the present course, what are the possible consequences?" What these consequences might be are presented with a sense of historical perspective and international overview. (MJM)

ED 088 333 HE 005 214

Steinberg, Stephen
The Academic Melting Pot: Catholics and Jews in American Higher Education.
Carnegie Commission on Higher Education , Berkeley, Calif.

Pub Date 74
Note—199p.
Available from—McGraw-Hill Book Company, Hightstown, New Jersey 08520 ($8.95)
Document Not Available from EDRS.
Descriptors—*Catholics, *Educational Change, Educational Objectives, *Higher Education, Historical Reviews, *Jews, *Minority Groups
Identifiers—*Carnegie Commission on Higher Education
The author asserts that "historically, Catholic and Jewish immigrants started life in America with radically different value orientations with respect to education and intellectual achievement." He concludes that in this century the resulting imbalance in the participation of these groups in higher education is being redressed as the bulk of Catholic immigrants are integrated into American life. (MJM)

ED 088 334 HE 005 215
Touraine, Alain
The Academic System in American Society.
Carnegie Commission on Higher Education , Berkeley, Calif.
Pub Date 74
Note—334p.
Available from—McGraw-Hill Book Company, Hightstown, New Jersey 08520 ($12.50)
Document Not Available from EDRS.
Descriptors—*Educational Change, *Educational Objectives, Essays, *Higher Education, *Social Change, *Social Structure
Identifiers—*Carnegie Commission on Higher Education
Although the American system of higher education has been concerned with developing its own unity as a social institution, this book demonstrates that the system has always remained sensitive to three societal factors. There are the changing needs of society; the struggles for control over the sources of culture, knowledge and power within society, and the efforts made by society to repress or institutionalize the class conflicts that emerge from these struggles. (MJM)

ED 088 335 HE 005 216
Riesman, David, Ed. Stadtman, Verne A., Ed.
Academic Transformation: Seventeen Institutions Under Pressure.
Carnegie Commission on Higher Education , Berkeley, Calif.
Pub Date 73
Note—504p.
Available from—McGraw-Hill Book Company, Hightstown, New Jersey 08520 ($12.50)
Document Not Available from EDRS.
Descriptors—*Case Studies, *Educational Change, *Educational Needs, *Educational Objectives, Essays, *Higher Education
Identifiers—*Carnegie Commission on Higher Education
This book is a collection of essays written by experienced observers of academia about what happened in 17 institutions during the late 1960s. Institutions included are: Antioch; University of California, Berkeley; City College of New York; Federal City College; Harvard University; Massachusetts Institute of Technology; University of Michigan; Old Westbury; University of Pennsylvania; Princeton; Rutgers; San Francisco State College; Stanford; Swarthmore; Toronto; Wesleyan; and the University of Wisconsin. (MJM)

ED 088 336 HE 005 217
College Graduates and Jobs. Adjusting to a New Labor Market Situation.
Carnegie Commission on Higher Education , Berkeley, Calif.
Pub Date Apr 73
Note—250p.
Available from—McGraw-Hill Book Company, Hightstown, New Jersey 08520 ($4.50)
Document Not Available from EDRS.
Descriptors—*College Graduates, *Educational Supply, *Employment Opportunities, *Higher Education, *Job Market, Labor Supply, Manpower Needs
Identifiers—*Carnegie Commission on Higher Education
For more than three centuries, college graduates have enjoyed a preferred place in the U. S. job market. The report evaluates predictions about the future job market and indicates necessary adjustments for campuses, public policy, employers, and young people themselves. The appendices contain statistical tables related to the text, and previous commission recommendations relating to issues discussed in this report. (PG)

ED 088 337 HE 005 218
Dissent and Disruption. Proposals for Consideration by the Campus.
Carnegie Commission on Higher Education , Berkeley, Calif.
Pub Date Jun 71
Note—317p.
Available from—McGraw-Hill Company, Hightstown, New Jersey 08520 ($4.95)
Document Not Available from EDRS.
Descriptors—*Activism, *Dissent, *Educational Administration, *Educational Policy, *Higher Education, State Legislation, Student School Relationship
Identifiers—*Carnegie Commission on Higher Education
America's campuses probably can anticipate several more years of student dissatisfactions and sporadic disturbances. This report, supplemented by exhibits, spells out a model bill or rights and responsibilities for campuses and is a manual for campus members concerned with protecting constructive and legal dissent and avoiding destructive and illegal disruption. The appendices contain: summary of recommendations in other commission reports; additional data on campus attitudes and protest activity; state legislation enacted in 1969 and 1970 regarding campus unrest; and numerous college and university policy statements on campus disturbances. (PG)

ED 088 338 HE 005 219
Kaysen, Carl, Ed.
Content and Context. Essays on College Education.
Carnegie Commission on Higher Education , Berkeley, Calif.
Pub Date 73
Note—584p.
Available from—McGraw-Hill Book Company, Hightstown, New Jersey 08520 ($12.95)
Document Not Available from EDRS.
Descriptors—*Curriculum, *Curriculum Development, *Educational Objectives, Educational Policy, Essays, *Higher Education, Relevance (Education), *Undergraduate Study
Identifiers—*Carnegie Commission on Higher Education
What should college undergraduates learn? This formidable question is included in any discussion of higher education policy. This is a collection of 10 essays concerning the content of instruction in the nation's colleges and universities. Six of the essays deal with the substantive content of the undergraduate curriculum; and four concern the institutional, social, and intellectual context in which the curriculum is presented. (PG)

ED 088 339 HE 005 220
A Classification of Institutions of Higher Education.
Carnegie Commission on Higher Education , Berkeley, Calif.
Pub Date 73
Note—133p.
Available from—McGraw-Hill Book Company, Hightstown, New Jersey 08520 ($3.00)
Document Not Available from EDRS.
Descriptors—*Classification, *Colleges, Community Colleges, Doctoral Programs, *Higher Education, *Junior Colleges, Professional Education, *Universities
Identifiers—*Carnegie Commission on Higher Education
The classification divides 2,827 higher education institutions into 5 main categories and a number of subcategories, or 18 categories in all. The 5 main categories are as follows: (1) Doctoral Granting Institutions; (2) Comprehensive Universities and Colleges; (3) Liberal Arts Colleges; (4) Two-Year Colleges and Institutes; and (5) Professional Schools and Other Specialized Institutions. (Author/PG)

ED 088 340 HE 005 221
Ladd, Dwight R.
Change in Educational Policy. Self-Studies in Selected Colleges and Universities.
Carnegie Commission on Higher Education , Berkeley, Calif.
Pub Date 70
Note—238p.
Available from—McGraw-Hill Book Company, Hightstown, New Jersey 08520 ($5.95)
Document Not Available from EDRS.
Descriptors—Activism, Change Agents, Dissent, *Educational Administration, *Educational Change, Educational Development, *Educational Innovation, *Educational Policy, *Higher Education
Identifiers—*Carnegie Commission on Higher Education
Demands for fundamental changes in educational policy contributed to the volume of dissent, protest, and criticism that made the 1960s such a turbulent decade for higher education in the U. S. This book analyses how change was attempted at 11 institutions by presenting case studies that describe the circumstances that gave rise to the appointment of the committees, the organization of the investigations, considerations involved in the appointments of members, the degree to which various parts of the institutions were involved in offering suggestions and acting upon proposals, and the findings that led to final recommendations. The author concludes that the quality of teaching can be improved, the curriculum made more flexible, and advising procedures made more effective, but the process of changes in a collegiate setting is cumbersome and arduous. (Author/PG)

ED 088 341 HE 005 222
Dunham, E. Alden
Colleges of the Forgotten Americans. A Profile of State Colleges and Regional Universities.
Carnegie Commission on Higher Education , Berkeley, Calif.
Pub Date 69
Note—218p.
Available from—McGraw-Hill Book Company, Hightstown, New Jersey 08520 ($5.95)
Document Not Available from EDRS.
Descriptors—Educational Facilities, *Educational Objectives, *Higher Education, *State Colleges, *State Schools, *State Universities
Identifiers—*Carnegie Commission on Higher Education
America's state colleges and regional universities tend to have humble antecedents and ambitious aspirations. Their professors and administrators usually claim no interest in educating professional scholars, doctors, or lawyers, and express no desire to extend their influence beyond the locality or region in which they are located. Despite this self-estimate, many of these institutions are found along a spectrum, with single-purpose teachers colleges at one end and multipurpose universities at the other. Within this spectrum there is rapid movement, largely in the university direction. One factor in this movement is increasing enrollment--these institutions already educate one out of every 5 students enrolled in American colleges and universities, and most of them should just about double in size by 1975. Another factor is that many of them seek status of at least the order enjoyed by major state universities. Closely related to these trends is the double issue of what constitutes proper preparation of state college teachers and what level of graduate instruction should be offered by these institutions. To that issue the author addresses a radical recommendation in his final chapter. (Author)

ED 088 342 HE 005 223
Pace, C. Robert
Education and Evangelism: A Profile of Protestant Colleges.
Carnegie Commission on Higher Education , Berkeley, Calif.
Pub Date 72
Note—133p.
Available from—McGraw-Hill Book Company, Hightstown, New Jersey 08520 ($5.95)
Document Not Available from EDRS.
Descriptors—*Church Related Colleges, *College Environment, *College Role, *College Students, *Higher Education
Identifiers—*Carnegie Commission on Higher Education
American higher education today includes between 450 and 600 colleges and universities with roots in Protestant Christianity. The subject of this profile is what that orientation means for their character and environment, and how it influences their student and alumni. (MJM)

ED 088 343 HE 005 224
Hughes, Everett C. And Others
Education for the Professions of Medicine, Law, Theology, and Social Welfare.
Carnegie Commission on Higher Education , Berkeley, Calif.
Pub Date 73
Note—290p.
Available from—McGraw-Hill Book Company, Hightstown, New Jersey 08520 ($10.00)
Document Not Available from EDRS.
Descriptors—Essays, *Higher Education, *Law Instruction, *Medical Education, *Professional Education, Social Welfare, *Theological Education
Identifiers—*Carnegie Commission on Higher Education
The common theme running through this collection of essays is that perhaps the most significant thing about contemporary professional education is the great increase in the amount of theory and practical skill to be taught and learned. Chapters cover professional education in medicine, professional education in law, systems of theological education in the United States, and social work education. (MJM)

ED 088 344 HE 005 225
Bowen, Howard R. Douglass, Gordon K.
Efficiency in Liberal Education: A Study of Comparative Instructional Costs for Different Ways of Organizing Teaching-Learning in a Liberal Arts College.
Carnegie Commission on Higher Education , Berkeley, Calif.
Pub Date 71
Note—155p.
Available from—McGraw-Hill Book Company, Hightstown, New Jersey 08520 ($5.95)
Document Not Available from EDRS.
Descriptors—*Cost Effectiveness, *Educational Finance, Educational Quality, *Higher Education, Instructional Improvement, Instructional Programs, *Liberal Arts, *Program Costs
Identifiers—*Carnegie Commission on Higher Education
America's colleges, with limited resources and heavy commitments to new and continuing programs, are searching for ways to slow down rapidly accelerating costs without sacrificing quality. A promising possibility suggested by this study is that colleges improve operating efficiency by changing their modes of instruction. (MJM)

ED 088 345 HE 005 226
Heiss, Ann
An Inventory of Academic Innovation and Reform.
Carnegie Commission on Higher Education , Berkeley, Calif.
Pub Date 73
Note—134p.
Available from—Carnegie Commission on Higher Education, 2150 Shattuck Avenue, Berkeley, California 94704 ($3.00)
Document Not Available from EDRS.
Descriptors—*Educational Change, *Educational Development, *Educational Innovation, *Higher Education, *Institutional Research
Identifiers—*Carnegie Commission on Higher Education
This study brings together a review of the attempts of many institutions to adjust to new demands and circumstances that have challenged them in recent years. (MJM)

ED 088 346 HE 005 227
Mood, Alexander M.
The Future of Higher Education: Some Speculations and Suggestions.
Carnegie Commission on Higher Education , Berkeley, Calif.
Pub Date 73
Note—180p.
Available from—McGraw-Hill Book Company, Hightstown, New Jersey 08520 ($6.95)
Document Not Available from EDRS.
Descriptors—Career Choice, *Educational Experiments, Educational Finance, *Educational Improvement, Educational Innovation, Educational Opportunities, *Higher Education, *Open Enrollment, *Universal Education
Identifiers—*Carnegie Commission on Higher Education
After an extensive study of the effective use of resources in colleges and universities the author offers some suggestions that envision radical rearrangements of higher education. Among his ideas are the following: (1) entrance requirements should be eliminated; (2) colleges and universities should be open to everyone the first year, and all youths should take their first year of college in residency away from home; (3) learning after the first year should be recurrent and interlaced with career experience; (4) institutions of higher education should be fully financed by tuition; (5) higher education should abandon its certification function; (6) more attention should be given to assisting students to make appropriate career choice; and (7) lectures for standard courses should be broadcast over national or regional TV by university consortia. (Author/PG)

ED 088 347 HE 005 228
Mayhew, Lewis B.
Graduate and Professional Education, 1980: A Survey of Institutional Plans.
Carnegie Commission on Higher Education , Berkeley, Calif.
Pub Date 70
Note—47p.
Available from—University Microfilms, A Xerox Company, Post Office Box 1764, Ann Arbor, Michigan 48106 (Xerography $6.00)
Document Not Available from EDRS.
Descriptors—*Doctoral Programs, *Graduate Study, *Higher Education, *Institutional Research, *Masters Degrees, School Surveys
Identifiers—*Carnegie Commission on Higher Education
The author examines the graduate programs of developed and developing institutions across the United States and finds that the graduate school is the fastest-growing segment of higher education. (MJM)

ED 088 348 HE 005 229
Eckaus, Richard S.
Estimating the Returns to Education: A Disaggregated Approach.
Carnegie Commission on Higher Education , Berkeley, Calif.
Pub Date 73
Note—109p.
Available from—University Microfilms, A Xerox Company, Post Office Box 1764, Ann Arbor, Michigan 48106 (Xerography $6.00)
Document Not Available from EDRS.
Descriptors—*Educational Benefits, *Educational Economics, *Higher Education, *Investment, *Rewards
Identifiers—*Carnegie Commission on Higher Education
In three papers, the author examines the efforts by economists to calculate the rate of return to education, treating it as if it were an investment in future income. He concludes that education may not "pay off" as much as has been assumed. (MJM)

ED 088 349 HE 005 230
Handlin, Oscar Handlin, Mary F.
The American College and American Culture: Socialization as a Function of Higher Education.
Carnegie Commission on Higher Education , Berkeley, Calif.
Pub Date May 70
Note—110p.
Available from—McGraw-Hill Book Company, Hightstown, New Jersey 08520 ($3.95)
Document Not Available from EDRS.
Descriptors—*College Role, *Educational Objectives, *Higher Education, *Social Development, *Socialization
Identifiers—*Carnegie Commission on Higher Education
This work describes how, over three centuries, colleges have been expected to assume responsibility for the care and socialization of the young while "...the task had grown all the more difficult because a prosperous society, immersed in sensation, easily swept by currents of irrationality, deeply puzzled by questions of national purpose, and uncertain about the content of the happiness it pursued was incapable of developing a consensus about the model toward which the young should be socialized." (MJM)

ED 088 350 HE 005 231
Peterson, Richard E.
American College and University Enrollment Trends in 1971.
Carnegie Commission on Higher Education , Berkeley, Calif.
Pub Date 72
Note—46p.
Available from—University Microfilms, A Xerox Company, Post Office Box 1764, Ann Arbor, Michigan 48106 (Xerography $6.00)
Document Not Available from EDRS.
Descriptors—*College Freshmen, Community Colleges, *Enrollment Rate, *Enrollment Trends, Females, Graduate Students, *Higher Education, Junior Colleges, Minority Groups, *Undergraduate Study, Universities
Identifiers—*Carnegie Commission on Higher Education
While total undergraduate enrollment increased in 4-year institutions in 1971, there was a slight decrease of first-time freshmen enrollment in both public and private 4-year schools. The author also cited trends for 2-year colleges, and relates enrollment figures for graduate students, minorities, and women. (MJM)

ED 088 351 HE 005 232
Greeley, Andrew M.
From Backwater to Mainstream. A Profile of Catholic Higher Education.
Carnegie Commission on Higher Education , Berkeley, Calif.
Pub Date 69
Note—191p.
Available from—McGraw-Hill Book Company, Hightstown, New Jersey 08520 ($5.95)
Document Not Available from EDRS.
Descriptors—*Catholic Schools, *Church Related Colleges, Educational Administration, *Higher Education, *Private Colleges, *Religious Education
Identifiers—*Carnegie Commission on Higher Education
The author's study of 350 institutions affiliated with the Roman Catholic Church finds them to be as diverse as American higher education itself. Unless they survive the financial crisis so many are now experiencing, higher education will lose one of its great resources for the advancement of humanistic and philosophical disciplines. The author concludes that it is unlikely that Catholic schools will simply cease to be, despite constant debate on the possibility. But he shares the concern of many Catholic educators for the problem of making these colleges and universities more significantly a part of the mainstream of American higher education without sacrificing contributions that are both unique and valuable. (PG)

ED 088 352 HE 005 233
Governance of Higher Education. Six Priority Problems.
Carnegie Commission on Higher Education , Berkeley, Calif.
Pub Date Apr 73
Note—259p.
Available from—McGraw-Hill Book Company, Hightstown, New Jersey 08520 ($4.50)
Document Not Available from EDRS.
Descriptors—*Collective Bargaining, *Educational Administration, *Governance, *Higher Education, Student Participation, *Tenure
Identifiers—*Carnegie Commission on Higher Education
Governance in academic communities has become very complex. This report on governance is primarily concerned with six issues that are of particularly current urgency: (1) adequate provision for institutional independence; (2) the role of the board of trustees and of the president; (3) collective bargaining by faculty members; (4) rules and practices governing tenure; (5) student influence on the campus; and (6) the handling of emergencies. It also offers some general observations about campus governance and makes suggestions that go beyond the confines of the six issues above. Appendices include tables from the Carnegie Commission surveys on student and faculty attitudes; and the Carnegie Commission classification of institutions of higher education. (Author)

ED 088 353 HE 005 234
Wolfle, Dael
The Home of Science. The Role of the University.
Carnegie Commission on Higher Education , Berkeley, Calif.
Pub Date 72
Note—212p.
Available from—McGraw-Hill Book Company, Hightstown, New Jersey 08520 ($6.95)
Document Not Available from EDRS.

Descriptors—Educational Needs, *Higher Education, *Institutional Research, Institutional Role, *Research, *Research Needs, Research Utilization, *Sciences
Identifiers—*Carnegie Commission on Higher Education
This concise but through profile of research as the characterizing function of the American university describes how the coming of science to higher education has challenged established thought and led to new functions, such as public service and research on practical problems. The coming of science also paved the way for changes in the humanities, the social sciences, and other fields. (PG)

ED 088 354 HE 005 235
Cohen, Michael D. March, James G.
Leadership and Ambiguity: The American College President.
Carnegie Commission on Higher Education , Berkeley, Calif.
Pub Date 74
Note—287p.
Available from—McGraw-Hill Book Company, Hightstown, New Jersey 08520 ($10.00)
Document Not Available from EDRS.
Descriptors—*Administrator Characteristics, Administrator Role, *Chief Administrators, Colleges, *Educational Administration, *Higher Education, *Presidents, Universities
Identifiers—*Carnegie Commission on Higher Education
This book is the outcome of a survey of college presidents and other personnel at 42 institutions. The authors draw a composite portrait of the president, his job, and the institution he serves. (MJM)

ED 088 355 HE 005 236
Less Time, More Options: Education Beyond the High School.
Carnegie Commission on Higher Education , Berkeley, Calif.
Pub Date Jan 71
Note—52p.
Available from—McGraw-Hill Book Company, Hightstown, New Jersey 08520 ($1.95)
Document Not Available from EDRS.
Descriptors—*Costs, *Degrees (Titles), Educational Change, *Educational Finance, *Higher Education, *Program Length
Identifiers—*Carnegie Commission on Higher Education
Proposals in this report would result in greater freedom and flexibility in higher education at less costs and with no loss in quality. The Commission recommends that time required to earn degrees be shortened; that more rewarding alternatives to college be available to youth; and that more opportunities be provided for students to assess progress, change direction, or start a new career. (MJM)

ED 088 356 HE 005 237
Peterson, Richard E. Bilorusky, John A.
May 1970: The Campus Aftermath of Cambodia and Kent State.
Carnegie Commission on Higher Education , Berkeley, Calif.
Pub Date 71
Note—186p.
Available from—McGraw-Hill Book Company, Hightstown, New Jersey 08520 ($3.95)
Document Not Available from EDRS.
Descriptors—Academic Achievement, *Activism, *College Environment, *College Students, *Higher Education, *Political Attitudes, Student Attitudes
Identifiers—Berkeley, *Carnegie Commission on Higher Education, Kent State, University of California
Is it possible that the "unprecedented refusal of the campus community to carry on with academic work per usual" in May of 1970 had no significant effect on American higher education. The authors of the two studies in this report do not think so. Part one studies the national campus reaction to Cambodia and Kent State and part two examines the reconstituting of university and society based on the implications of the Berkeley situation. (MJM)

ED 088 357 HE 005 238
Taubman, Paul Wales, Terence
Mental Ability and Higher Educational Attainment in the 20th Century.
Carnegie Commission on Higher Education , Berkeley, Calif.; National Bureau of Economic Research, Inc., New York, N.Y.
Report No—Occas-Pap-118
Pub Date 72
Note—61p.
Available from—McGraw-Hill Book Company, Hightstown, New Jersey 08520 ($1.50)
Document Not Available from EDRS.
Descriptors—*Academic Ability, *Academic Achievement, *College Students, *Higher Education, Open Enrollment
Identifiers—*Carnegie Commission on Higher Education
"Open access" to colleges and universities has not resulted in a decline of the average mental ability of the students. In fact, the proportion of high-ability students attending college has increased substantially from 1920 to 1960. (MJM)

ED 088 358 HE 005 239
The More Effective Use of Resources: An Imperative for Higher Education.
Carnegie Commission on Higher Education , Berkeley, Calif.
Pub Date Jun 72
Note—212p.
Available from—McGraw-Hill Book Company, Hightstown, New Jersey 08520 ($3.95)
Document Not Available from EDRS.
Descriptors—*Cost Effectiveness, Educational Economics, Educational Finance, *Expenditures, *Higher Education, *Institutional Research, *Resource Allocations, Statistical Analysis
Identifiers—*Carnegie Commission on Higher Education
The central concept of this report is that total institutional expenditures must be reduced by nearly $10 billion a year by 1980. It presents a factual and and statistical analysis of how universities can utilize all their resources to combat financial crises in a period of declining growth rate. (MJM)

ED 088 359 HE 005 240
Lee, Eugene C. Bowen, Frank M.
The Multicampus University: A Study of Academic Governance.
Carnegie Commission on Higher Education , Berkeley, Calif.
Pub Date 71
Note—457p.
Available from—McGraw-Hill Book Company, Hightstown, New Jersey 08520 ($9.75)
Document Not Available from EDRS.
Descriptors—*Educational Administration, *Governance, *Higher Education, *State Officials, *Trustees, Universities
Identifiers—*Carnegie Commission on Higher Education
The multicampus university could become the dominant organization for providing American higher education. This book evaluates nine of the largest multicampus universities and interrelationships between the system administrators, trustees, and officials in coordinating agencies and state government. (MJM)

ED 088 360 HE 005 241
Cheit, Earl F.
The New Depression in Higher Education-Two Years Later.
Carnegie Commission on Higher Education , Berkeley, Calif.
Pub Date 73
Note—93p.
Available from—McGraw-Hill Book Company, Hightstown, New Jersey 08520 ($2.00)
Document Not Available from EDRS.
Descriptors—*Administrative Problems, *Educational Administration, *Educational Economics, *Educational Finance, Educational Research, *Higher Education, Management, Surveys
Identifiers—*Carnegie Commission on Higher Education
About two-thirds of the nation's public and private 2-and 4 year institutions of higher education were in some financial difficulty in 1970. How they responded to their plight is reported in this objective, analytical survey. (MJM)

ED 088 361 HE 005 242
Packer, Herbert L. Ehrlich, Thomas
New Directions in Legal Education.
Carnegie Commission on Higher Education , Berkeley, Calif.
Pub Date Mar 72
Note—401p.
Available from—McGraw-Hill Book Company, Hightstown, New Jersey 08520 ($10.00)
Document Not Available from EDRS.
Descriptors—*Educational Objectives, *Higher Education, *Law Instruction, *Law Schools, Lawyers, *Professional Education
Identifiers—*Carnegie Commission on Higher Education
The authors build a case for a broader-based legal education that would give special emphasis to the humanities and the social sciences as these fields bear on the study of law. Their major recommendation for the future of legal education can be summed up in one word: diversity. The new kind of legal education they propose would orient itself to ends or values, and strive to be the dominant general-purpose field of study in American universities. Among the changes the authors foresee for the profession itself are group legal services, increased specialization and certification of trained lawyers, and the emergence and legitimation of para- and sublegal personnel to handle routine legal transactions. (Author/PG)

ED 088 362 HE 005 243
New Students and New Places: Policies for the Future Growth and Development of American Higher Education.
Carnegie Commission on Higher Education , Berkeley, Calif.
Pub Date Oct 71
Note—163p.
Available from—McGraw-Hill Book Company, Hightstown, N.J. 08520 ($3.50)
Document Not Available from EDRS.
Descriptors—*Educational Supply, *Enrollment Trends, *Higher Education, School Demography, *Student Enrollment
Identifiers—*Carnegie Commission on Higher Education
This report presents projections of enrollment in higher education to the year 2000 and develops estimates of the ways in which these enrollment projections would be affected by implementation of the recommendations included. Also presented are enrollment data and projects based on the Commission's classification of institutions of higher education. In addition, the report includes policy recommendations relating to (1) the growth of institutions, (2) maintaining innovation and diversity in higher education, (3) needs for new institutions, and (4) encouraging more flexible patterns of participation in higher education. Appendices contain the Carnegie Commission classification of Institutions of Higher Education and tables related to the text. (Author)

ED 088 363 HE 005 244
Orlans, Harold
The Nonprofit Research Institute: Its Origin, Operation, Problems, and Prospects.
Carnegie Commission on Higher Education , Berkeley, Calif.
Pub Date 72
Note—244p.
Available from—McGraw-Hill Book Company, Hightstown, New Jersey 08520 ($6.95)
Document Not Available from EDRS.
Descriptors—*Higher Education, Institutional Role, *Private Agencies, *Research, *Research and Development Centers, *Research Utilization
Identifiers—*Carnegie Commission on Higher Education
The independent, nonprofit research institute is a phenomenon of the twentieth century. These institutions now engage in research not only in industry, but also in national defense programs, public health, space exploration, atomic energy, education, economics, and public policy. The nonprofit research institutes are of particular interest because they have academic counterparts in organized research units on university campuses, and also because they share one of the university's primary functions. Moreover, several leading universities in the U.S. have been involved in the cooperative management of independent research and development organizations. This profile is the first attempt to provide a comprehensive description and analysis of a fascinating scientific and intellectual enterprise that could have increasing impact on the roles of American universities and the progress of our society. Appendices include lists of federally funded nonprofit research and development cen-

ters and federal obligations to 125 centers and institutes in 1969. (Author/PG)

ED 088 364 HE 005 245
Opportunities for Women in Higher Education: Their Current Participation, Prospects for the Future, and Recommendations for Action.
Carnegie Commission on Higher Education , Berkeley, Calif.
Pub Date 73
Note—291p.
Available from—McGraw-Hill Book Company, Hightstown, New Jersey 08520 ($4.50)
Document Not Available from EDRS.
Descriptors—Discriminatory Attitudes (Social), *Equal Opportunities (Jobs), *Faculty Promotion, *Females, *Higher Education, *Sex Discrimination
Identifiers—*Carnegie Commission on Higher Education
The largest unused supply of superior intelligence in the United States is found among women, but at each level of advancement within the educational system the participation of women declines. This report urges that barriers to the advancement of women through higher education be removed and proposes actions to eliminate loss of talent and unfair discrimination against women. (MJM)

ED 088 365 HE 005 246
Mood, Alexander M. And Others
Papers on Efficiency in the Management of Higher Education.
Carnegie Commission on Higher Education , Berkeley, Calif.
Pub Date 72
Note—99p.
Available from—McGraw-Hill Book Company, Hightstown, New Jersey 08520 ($4.00)
Document Not Available from EDRS.
Descriptors—Cost Effectiveness, *Educational Administration, *Educational Finance, *Higher Education, *Management, Planning, *Private Colleges, Universities
Identifiers—*Carnegie Commission on Higher Education
This report consists of four independent studies on efficiency. They illustrate the general awareness of the need to improve efficiency, investigate which operations in a large university tend to absorb the most funds, review operating policies and the role of management science, and survey how private colleges in California have approached efficiency problems. (MJM)

ED 088 366 HE 005 247
Fay, Margaret A. Weintraub, Jeff A.
Political Ideologies of Graduate Students: Crystallization, Consistency, and Contextual Effects.
Carnegie Commission on Higher Education , Berkeley, Calif.
Pub Date 73
Note—140p.
Available from—McGraw-Hill Book Company, Hightstown, New Jersey 08520
Document Not Available from EDRS.
Descriptors—*Graduate Students, *Higher Education, *Political Attitudes, Research Projects, *Self Concept, *Student Attitudes
Identifiers—*Carnegie Commission on Higher Education
This study examines the relationship between the graduate student's political self-characterization and his responses to attitude questions, and tests the influence on his relationship to the variables of political interest and academic contest. Part one, ideological consistency, discusses the sample group, selection of indicators, analysis of data, discussion of results, and an external check of ideological consistency hypothesis. Part two, contextual effects, covers theoretical orientations, classification of departments, analysis of data, results, and possibilities for further research. (MJM)

ED 088 367 HE 005 248
Anderson, C. Arnold And Others
Where Colleges Are and Who Attends: Effects of Accessibility on College Attendance.
Carnegie Commission on Higher Education , Berkeley, Calif.
Pub Date 72
Note—325p.
Available from—McGraw-Hill Book Company, Hightstown, New Jersey 08520 ($8.95)
Document Not Available from EDRS.
Descriptors—College Attendance, *College Bound Students, *College Choice, *College Environment, *Decision Making, *Higher Education
Identifiers—*Carnegie Commission on Higher Education
In conflict with some widely held convictions, the authors conclude that the proximity of a college has little effect for most youth on the likelihood of going to college, regardless of the type of institution. (MJM)

ED 088 368 HE 005 249
Perkins, James A., Ed.
The University as an Organization.
Carnegie Commission on Higher Education , Berkeley, Calif.
Pub Date 73
Note—286p.
Available from—McGraw-Hill Book Company, Hightstown, New Jersey 08520 ($8.95)
Document Not Available from EDRS.
Descriptors—*Higher Education, *Management, *Organizational Climate, *Organizational Development, *Universities
Identifiers—*Carnegie Commission on Higher Education
This collection of studies by men and women who understand universities and have the experience and ability to view them in perspectives of history and international experience demonstrates that universities constitute a genus of institution that is unique in its totality and comparable to other organizations only in certain of its characteristics. (MJM)

ED 088 369 HE 005 250
Nash, George
The University and the City: Eight Cases of Involvement.
Carnegie Commission on Higher Education , Berkeley, Calif.
Pub Date 73
Note—162p.
Available from—McGraw-Hill Book Company, Hightstown, New Jersey 08520 ($6.95)
Document Not Available from EDRS.
Descriptors—*Case Studies, *Higher Education, *Program Descriptions, *School Community Relationship, *Urban Areas
Identifiers—*Carnegie Commission on Higher Education
This book presents case studies of eight institutions and their efforts to work with urban communities. The schools are the University of Chicago; Southern Illinois University; University of California, Los Angeles; Our Lady of the Lake; Morgan State; Northeastern University; Columbia; and Wayne State. The volume is a practical description of interaction and impact. (MJM)

ED 088 370 HE 005 251
Ladd, Everett Carll, Jr. Lipset, Seymour Martin
Professors, Unions, and American Higher Education.
Carnegie Commission on Higher Education , Berkeley, Calif.
Pub Date 73
Note—137p.
Available from—McGraw-Hill Book Company, Hightstown, New Jersey 08520 ($1.75)
Document Not Available from EDRS.
Descriptors—*College Faculty, Failure Factors, *Higher Education, *Professional Associations, Success Factors, Teacher Attitudes, *Unions
Identifiers—*Carnegie Commission on Higher Education
This document analyzes the union movement among higher education faculty members; why it has been successful in some institutions and a failure in others; why the different unions and professional organizations appeal to different factions within the faculty; how administrators, students, and legislators have responded to unionization, and other questions. (MJM)

ED 088 371 HE 005 252
The Purposes and the Performance of Higher Education in the United States Approaching the Year 2000.
Carnegie Commission on Higher Education , Berkeley, Calif.
Pub Date 73
Note—14p.
Available from—McGraw-Hill Book Company, Hightstown, New Jersey 08520 ($2.45)
Document Not Available from EDRS.
Descriptors—*Educational Assessment, *Educational Needs, *Educational Objectives, *Educational Opportunities, *Higher Education, Post Secondary Education
Identifiers—*Carnegie Commission on Higher Education
The purposes of higher education have grown and changed over the years, but they have not been decisively reordered since about 1870. Five major purposes for higher education in the last quarter of the twentieth century are: (1) the provision of opportunities for the intellectual, aesthetic, ethical and skill development of students, and the provision of campus environments which can constructively assist students in their more general growth; (2) the advancement of the human capability in society at large; (3) the enlargement of educational justice for the post-secondary age group; (4) the transmission and advancement of learning and wisdom; and (5) the critical evaluation of society-through individual thought and persuasion-for the sake of society's self-renewal. (MJM)

ED 088 372 HE 005 253
Spaeth, Joe L. And Others
Recent Alumni and Higher Education: A Survey of College Graduates.
Carnegie Commission on Higher Education , Berkeley, Calif.
Pub Date 70
Note—207p.
Available from—McGraw-Hill Book Company, Hightstown, New Jersey 08520 ($5.95)
Document Not Available from EDRS.
Descriptors—*Alumni, *Career Planning, College Role, *Employment Opportunities, *Graduates, *Higher Education, Political Attitudes, Social Attitudes
Identifiers—*Carnegie Commission on Higher Education
This book offers information about the alumni class of 1961 and how closely their lives and careers matched their expectations. Part one discusses the alumni reactions to their college. Emphasis is placed on the goals of higher education, college and culture, memories and attitudes toward the college, reform of higher education, political and social attitudes, and financial contributions. Part two discusses higher education and career progress. Emphasis is placed on the transition from high school to college, and higher education and occupational attainment. Part three discusses the present state of higher education. (MJM)

ED 088 373 HE 005 254
Toward a Learning Society: Alternative Channels to Life, Work, and Service.
Carnegie Commission on Higher Education , Berkeley, Calif.
Pub Date Oct 73
Note—124p.
Available from—McGraw-Hill Book Company, Hightstown, New Jersey 08520 ($2.95)
Document Not Available from EDRS.
Descriptors—*Adult Learning, *Continuous Learning, *Educational Change, Educational Needs, *Extension Education, *Higher Education
Identifiers—*Carnegie Commission on Higher Education
This report is concerned with the place of "-nontraditional" students within higher education and the enhanced role of "further education." The Commission favors opening up more options for students outside colleges and universities, more opportunities for returnees to higher education and for all adults who wish to participate in postsecondary education. (MJM)

ED 088 374 HE 005 255
Feldman, Saul D.
Escape from the Doll's House: Women in Graduate and Professional School Education.
Carnegie Commission on Higher Education , Berkeley, Calif.
Pub Date 74
Note—220p.
Available from—McGraw-Hill Book Company, Hightstown, New Jersey 08520 ($8.95)
Document Not Available from EDRS.
Descriptors—*Females, *Graduate Study, *Higher Education, *Professional Education, *Sex Discrimination
Identifiers—*Carnegie Commission on Higher Education

In discussing the position of women in American higher education, the author finds evidence of massive sex-biased inequality existing at all levels and concludes that higher education may not be free of prejudice against women; "the elimination of that prejudice is but one small aspect of eliminating inequality." (MJM)

ED 088 375 HE 005 256
Morrison, Jack
The Rise of the Arts on the American Campus.
Carnegie Commission on Higher Education , Berkeley, Calif.
Pub Date 73
Note—236p.
Available from—McGraw-Hill Book Company, Hightstown, New Jersey ($8.95)
Document Not Available from EDRS.
Descriptors—*Art Education, Case Studies, *Creative Art, *Educational Needs, *Fine Arts, *Higher Education
Identifiers—*Carnegie Commission Higher on Education
In studies of 17 colleges and universities, the author found that the arts are surviving in conditions ranging from the sublime to the ridiculous; that administrative and faculty leadership ranges from highly aggressive to virtually passive, and that opportunities for creative activity in the arts vary substantially from one college to another. (MJM)

ED 088 376 HE 005 257
O'Neill, June A. Sullivan, Daniel
Sources of Funds to Colleges and Universities.
Carnegie Commission on Higher Education , Berkeley, Calif.
Pub Date 73
Note—55p.
Available from—McGraw-Hill, Book Company, Hightstown, New Jersey 08520 ($3.00)
Document Not Available from EDRS.
Descriptors—*Educational Economics, *Educational Finance, *Financial Support, *Higher Education, *School Funds
Identifiers—*Carnegie Commission on Higher Education
This report is concerned with the various sources of funds for colleges and universities from 1930 to 1968, with their relationships to one another, and with forces at work in the general economy. (MJM)

ED 088 377 HE 005 258
Eulau, Heinz Quinley, Harold
State Officials and Higher Education: A Survey of the Opinions and Expectations of Policy Makers in Nine States.
Carnegie Commission on Higher Education , Berkeley, Calif.
Pub Date 70
Note—216p.
Available from—McGraw-Hill Book Company, Hightstown, New Jersey 08520 ($5.95)
Document Not Available from EDRS.
Descriptors—*Community Colleges, *Educational Finance, *Higher Education, Public Officials, Public Opinion, School Community Relationship, *State Officials, *Universities
Identifiers—*Carnegie Commission on Higher Education
In this book politicians talk about higher education-financing, the community college phenomenon, the university and society, and other concerns. (MJM)

ED 088 378 HE 005 259
Schein, Edgar H. Kommers, Diane W.
Professional Education: Some New Directions.
Carnegie Commission on Higher Education , Berkeley, Calif.
Pub Date 72
Note—174p.
Available from—McGraw-Hill Book Company, Hightstown, New Jersey 08520 ($5.95)
Document Not Available from EDRS.
Descriptors—*Change Agents, *Educational Change, *Educational Planning, *Higher Education, *Professional Education
Identifiers—*Carnegie Commission on Higher Education
This is a plea for planning for impending changes in professional education. The author analyzes new features of professional practice and shifting expectations of professional students and then undertakes a perceptive analysis of the anatomy of change itself. (MJM)

ED 088 379 HE 005 260
The Women's Educational Equity Act. Hearings Before the Subcommittee on Equal Opportunities of the Committee on Education and Labor House of Representatives Ninety-Third Congress First Session on H. R. 208. Part I.
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
Pub Date 73
Note—629p.
EDRS Price MF-$1.05 HC-$30.60
Descriptors—Civil Rights, *Equal Education, *Equal Protection, *Federal Laws, *Federal Legislation, Females, *Higher Education, Sex Discrimination
Identifiers—United States House of Representatives, *Womens Educational Equity Act of 1973
This document presents the hearings before the subcommittee on equal opportunities of the Committee on Education and Labor, House of Representatives, Ninety-Third Congress. Hearings concern the Women's Educational Equity Act. It is the purpose of this Act, in order to provide educational equity for women in this country, to encourage the development of new and improved curriculums; to demonstrate the use of such curriculums in model educational programs and to evaluate the effectiveness thereof; to provide support for the initiation and maintenance of programs concerning women at all levels of education; to disseminate instructional materials and other information for use in educational programs throughout the Nation; to provide training programs for parents, teachers, and other educational personnel; to provide for the planning of women's resource centers; to provide improved career, vocational, and physical education programs; to provide for community education programs; to provide programs on the status, roles and opportunities for women in this society; and to provide for the preparation and dissemination of materials for use in mass media. Related document, the Senate hearings, is HE 005 282. (Author/MJM)

ED 088 380 HE 005 261
Lunine, Myron J.
"Alternatives to Tenure: Live Options"--The Hampshire Experiment.
Pub Date [73]
Note—5p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Contracts, *Educational Innovation, *Higher Education, Job Tenure, *Teacher Employment, *Teacher Welfare, *Tenure
Identifiers—*Hampshire College
The Renewable Contract Plan at Hampshire College makes certain assumptions: First, that traditional life tenure systems do not necessarily encourage continuing professional evaluation, nor do they necessarily encourage pedagogical experimentation, development, and renewal. The positive assumptions of the Renewable Contract Plan include: (1) periodic evaluation of faculty effectiveness in the reappointment process helps insure sustained quality among faculty; (2) career development will be encouraged among faculty who will be asked periodically to submit new proposals for their next contract terms; and (3) the college can continue to carry on experimental efforts by having an opportunity to discontinue faculty no longer committed to the major mission of the College. The Hampshire reappointment process substitutes for a single tenure decision renewable 3 to 7 year contracts, subject to the outcome of annual reviews by the dean and a thorough evaluation completed 17 months before the contract's termination date. (Author/PG)

ED 088 381 HE 005 262
Enarson, Harold L.
What's Left on Campus to Govern -- or Toward the End of Lamentations.
Pub Date 11 Mar 74
Note—14p.; Speech presented to American Association of Higher Education (Chicago, Illinois, March 11, 1974)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Educational Administration, *Educational Development, *Educational Improvement, *Educational Innovation, *Educational Objectives, *Higher Education, Speeches
After listing the constraints on publicly-supported institutions, the author insists that higher education institutions are still free to revitalize liberal education, shorten the curricula, revise subject matter requirements, and even to alter drastically the internal system of governance. Higher education is crowded with tasks solely within the competence of the individual college or university such as equal access for all ages, improved career training, and curriculum development. Instead of lamenting the lack of governance on campus, higher education should become involved in what can actually be done on campus. (PG)

ED 088 382 HE 005 263
Calhoun, James F.
Elemental Analysis of the Keller Method of Instruction.
Pub Date [73]
Note—9p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Educational Research, *Higher Education, *Individualized Instruction, *Instruction, *Self Pacing Machines, *Teaching Methods, Teaching Programs
Identifiers—*Keller Method
This paper examines the method of instruction referred to as the "Keller" method, which is characterized by self-pacing, use of proctors, unit perfection criterion, immediate feedbak, and frequent testing over relatively small units. Incorporating several design features not found in previous studies on this method, it was found that all of the basic elements of the Keller method contribute significantly to its overall effectiveness in learning (course exam) and in retention (3-month follow-up) of material. These results are consistent with others that recommend this approach as a promising method of instruction, particularly at the undergraduate level. (Author)

ED 088 383 HE 005 264
Hursh, Daniel E. And Others
Proctor's Discussions Of Students' Quiz Performance With Students In a Self-Paced (PSI) Undergraduate Course.
Pub Date [73]
Note—12p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Educational Research, *Higher Education, *Individualized Instruction, *Performance Factors, Student Evaluation, *Student Testing, Undergraduate Study
Identifiers—*Personalized System of Instruction (PSI)
A personalized system of instruction (PSI) was used to teach an undergraduate course in the principles and procedures of behavior modification. In most courses utilizing PSI, proctors grade quizzes and discuss the incorrect answers with the students. This study investigated the effect these discussions had on the students' quiz performance. The results indicated that the discussions produced only slightly higher scores on initial attempts at quizzes. However, students had to retake only 3% of their quizzes when they experienced discussion, whereas they had to retake 18% of their quizzes when they had no discussions. In addition, students answered questions concerning the general application of the principles and procedures of behavior modification both before and after taking the course. Their answers were then compared with the answers of a group of students who did not take the course. This comparison was made in order to see if a PSI course would produce a more general verbal repertoire than that which the course specifically required. The PSI students' answers to the general questions improved relative to their initial answers, whereas to other students' answers did not improve. (Author)

ED 088 384 HE 005 265
Federal Support to Universities and Colleges Rises to $4.1 Billion in FY 1972. Science Resources Studies Highlights. August 1, 1973.
National Science Foundation, Washington, D.C. Div. of Science Resources Studies.
Report No—NSF-73-307
Pub Date 1 Aug 73
Note—4p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Educational Economics, *Educational Finance, *Federal Aid, *Federal Programs, *Financial Support, *Higher Education, Research, Sciences
Highlighted in this newsletter are the following points, made through charts, tables, and diagrams: (1) Federal obligations to institutions of higher education for all purposes climbed by

$643 million, or 18% in fiscal year 1972. (2) Federal academic science funding, that includes all funding categories except the nonscience area, increased by $256 million, or 11%, to a level of $2,599 million. (3) Federal support of academic R&D activities rose by $302 million, or 19%, to $1,853 million. (4) The life sciences received $896 million in Federal academic R&D obligations in 1972--$154 million, or 21% more than in 1971. Other significant R&D increases occured in the environmental sciences--up $51 million to $187 million (38%), and in engineering--up $35 million to $193 million (22%). (5) In 1972 the first 100 universities and colleges in total Federal support received $2,670 million--some $257 million more than in 1971. Their share of total funds to all institutions, however, declined from 69% in 1971 to 65% in 1972. (Author/PG)

ED 088 385 HE 005 266

Avakian, A. Nancy

A Guide to Writing Learning Contracts.

Pub Date Mar 74

Note—10p.

EDRS Price MF-$0.75 HC-$1.50

Descriptors—*Academic Achievement, *Educational Innovation, Guides, *Higher Education, *Learning Activities, *Performance Contracts, Performance Criteria

Identifiers—*Empire State College

There are many institutions that utilize the learning contract as a framework within which learning is described. At Empire State College, the learning contract is a term used to imply a solid commitment to a plan of study developed by a student and a faculty member after whatever deliberation both deem necessary. The learning contract specifies the learning activities to be undertaken, the duration of the study, the criteria by which the work is to be evaluated, and the amount of credit to be assigned. The learning contract addressed itself to various dimensions of learning: the long range plan(s) of the student, specific purposes or topics, the learning activities to be undertaken and the means and criteria of evaluation. The student should clearly state his or her long-range plans, aspirations, or goals. These interests provide a conceptual framework around which a sound degree program is developed. Thus, each contract should relate to the degree program and should be an avenue leading toward the attainment of a degree. This guide presents the framework and the problems inherent in writing a learning contract. (Author/PG)

ED 088 386 HE 005 269

Prospectus: Change in Liberal Education.

American Association of Community and Junior Colleges, Washington, D.C.; American Association of State Colleges and Universities, Washington, D.C.; American Association of Univ. Professors, Washington, D.C.; Association of American Colleges, Washington, D.C.; National Association of State Universities and Land Grant Colleges, Washington, D.C.

Spons Agency—Carnegie Corp. of New York, N.Y.

Pub Date [73]

Note—16p.

EDRS Price MF-$0.75 HC-$1.50

Descriptors—*Curriculum Development, *Educational Development, *Educational Innovation, Educational Objectives, *General Education, *Higher Education, Interinstitutional Cooperation, *Liberal Arts

Change in Liberal Education is a project designed to plan, develop and implement a variety of programs in undergraduate liberal education as alternatives to prevailing disciplinary-based curricula. A secondary objective is to increase understanding of the process of change. Analysis of these problems points to three central issues: (a) the nature and organization of knowledge; (b) dilemmas facing the faculty and (c) the nature and organization of the higher education system. Using an action-research strategy, a number of institutions representative of the broad spectrum of higher education will join with the project staff, consultants, and task forces in a direct attack on these problems. Total institutions or major components of very large institutions will plan, develop, and implement alternative programs of liberal education for students designed to integrate life and career and to facilitate student development as individuals and citizens. A project timetable and application procedures are presented. (Author/PG)

ED 088 387 HE 005 270

Kaplowitz, Richard A.

Selecting Academic Administrators: The Search Committee.

American Council on Education, Washington, D.C.

Pub Date 73

Note—34p.

Available from—Sales Office, Publications Division, American Council on Education, 1 Dupont Circle, Washington, D.C. 20036 (10 copies $5.00)

Document Not Available from EDRS.

Descriptors—*Administrator Selection, *Chief Administrators, *Higher Education, Personnel Policy, *Personnel Selection, *Recruitment

Among the most crucial decisions made on college and university campuses are those that bear on the selection of new institutional leaders: presidents, vice presidents, deans, and department heads. Effective procedures for recruiting, screening, and nominating candidates for these positions are essential to the vitality and future of academia. This report builds upon some of the trial-and-error learning that has taken place in the past so that future search committees may be helped to avoid the kinds of errors that can cause faculty members, students, and institutions to suffer. The report is structured procedurally; suggestions and guidelines for an effective academic search are offered. A search process is developed that draws upon the varied resources of the campus to define the particular criteria that will meet institutional needs, to recruit applicants who approximate those criteria, and to nominate the best candidates for the position to be filled. (Author)

ED 088 388 HE 005 271

Dobbins, Cheryl J.

Developing the Black Community to Save Black Colleges. Report of the Second Black Colleges and Community Development Conference (Chicago, Illinois, September 19-21, 1973).

Technical Assistance Consortium To Improve Coll. Services, Washington, D.C.

Pub Date 19 Sep 73

Note—70p.

EDRS Price MF-$0.75 HC-$3.15

Descriptors—Conference Reports, *Higher Education, *Negro Education, *Negroes, *Negro Institutions, *Negro Leadership, Relationship, *School Community Relationship

Identifiers—*TACTICS

The theme of the TACTICS (Technical Assistance Consortium to Improve College Services) conference "Developing the Black Community to Save Black Colleges" was most appropriate, since the consciousness of the nation is presently being awakened to the plight of black collges, especially the public institutions. The conference dealt with how the black community and its intellectual component-the black institution of higher learning-can should, and must become partners in pressing for positive change. The content of this report can be briefly summarized as follows: (1) status/progress reports of the consortial units; (2) the black colleges responding to community needs by working with elected officials; (3) consortial unit sessions focusing on innovative activities in problematic community areas; and (4) implementation and strategy development. Appendices include the conference program, the introductory speakers' remarks, reports concerning the development of the black community to save black colleges, a list of conference participants, and a report on black colleges and cable television. (Author/PG)

ED 088 389 HE 005 276

Kirby, Tess O'Connor, Patricia

Roles of the Student in Development of Technic Courses in Dentistry.

Michigan Univ., Ann Arbor. School of Dentistry.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date [73]

Note—8p.

EDRS Price MF-$0.75 HC-$1.50

Descriptors—*Autoinstructional Aids, Clinical Experience, Courses, *Curriculum Development, *Dental Schools, Dentists, *Higher Education, Individualized Instruction, *Medical Education, Professional Education, Student Participation

This paper reports contributions that students have made in the development of self-instructional materials in dentistry. It begins with a description of forces that encourage utilizing students as members of the instructional development staff and reports the role students have played in attempts to develop an individualized curriculum in dentistry. At the University of Michigan School of Dentistry, preclinical dentistry courses are laboratory analogues of clinical dentistry; that is, students perform on simulators the procedures they will later perform on patients. The body of this paper is concerned with the efforts of the preclinical team in developing curricula. A substantial portion of this course is now in self-instructional modes and the entire course will be prepared when it is required for students who enter in the fall of 1974. (Author/PG)

ED 088 390 HE 005 279

Peterson, Richard E. Vale, Carol A.

Strategies for Assessing Differential Institutional Effectiveness.

Pub Date Oct 73

Note—25p.

EDRS Price MF-$0.75 HC-$1.85

Descriptors—Educational Research, *Higher Education, *Program Effectiveness, *Student Development, *Student Experience, *Student School Relationship

This paper is an attempt to respond to the need for workable procedures for assessing the effectiveness of programs and institutions in complex postsecondary education systems. Effectiveness is taken to mean the capacity of the institution to advance student development-academic, vocational, and affective. Four general strategies are outlined in the paper that are intended to: (1) yield information directly applicable to policy issues and decisions; (2) yield information in a timely fashion; and (3) be implementable, in the sense of practical feasibility. The four plans briefly outlined, are the following: (1) Senior Assessment; intellectual competence focuses on the development of a number of intellectual and academic attributes while taking into account the general academic ability of the student at the time he enters as a freshman. (2) Sophomore Assessment: intellectual and/or vocational: affords a method for evaluating institutional effectiveness in either general education or vocational training programs during the first two postsecondary years. (3) Cross-sectional: intellectual and nonintellectual, generated by all the information yielded by 1 and 2 as well as intellectual criteria. (4) Alumni survey permits taking freshman ability into account in assessing postgraduate achievement. (Author/PG)

ED 088 391 HE 005 282

Women's Educational Equity Act of 1973. Hearings Before the Subcommittee on Education of the Committee on Labor and Public Welfare United States Senate Ninety-Third Congress First Session on S.2518.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Pub Date Nov 73

Note—432p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($3.15)

EDRS Price MF-$0.75 HC-$21.00

Descriptors—Civil Rights, *Equal Education, *Equal Protection, *Federal Laws, *Federal Legislation, Females, *Higher Education, Sex Discrimination

Identifiers—United States Senate, Womens Educational Equity Act of 1973

This document presents the hearings before the Subcommittee on Education of the Committee on Labor and Public Welfare, United States Senate, Ninety-third Congress. Hearings concern the Women's Educational Equity Act of 1973. The Act enables the Secretary of Health, Education, and Welfare to make grants to conduct special educational programs and activities designed to achieve educational equity for all students, men and women, and for other related educational purposes. Related document, the House of Representatives hearings, is HE 005 260. (MJM)

ED 088 392 HE 005 283

Powers, Theodore R. And Others

The U.S. Coast Guard Academy Curricula; An Evaluation.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Coast Guard, Washington, D.C.

Report No—DOT-CG 22532-A; HumRRO-TR-74-2
Pub Date Feb 74
Note—100p.
EDRS Price MF-$0.75 HC-$4.20
Descriptors—*Curriculum Development, *Curriculum Evaluation, *Higher Education, *Job Analysis, Military Schools, *Military Service, Questionnaires, Research Projects
Identifiers—Job Task Inventory Questionnaire, *United States Coast Guard Academy
This report presents the results of research that had as its objective the evaluation of the curricula of the U.S. Coast Guard Academy. Over 125 Coast Guard officers and men were interviewed to gather detailed background information about the Coast Guard, the Coast Guard Academy, and job requirements of Academy graduates. These data were developed into a Job-Task Inventory Questionnaire (JTIQ) which was administered to Academy graduates, and yielded information as to the critical tasks required of officers during their early years of Coast Guard service. The JTIQ responses and two CG-developed documents ("A Study to Determine the Future Commissioned Officer Requirements of the CG-1972-1982" and the "Long Range View" paper) were analyzed and, through standard systems analytic procedures, recommendations for changes to the Academy curricula were developed. (Author)

ED 088 393 HE 005 290
Fenske, Robert H. Scott, Craig S.
The Changing Profile of College Students. ERIC/Higher Education Research Report No. 10, 1973.
ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—American Association for Higher Education, Washington, D.C.
Pub Date 73
Note—84p.
Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Washington, D.C. 20036 ($2.00)
EDRS Price MF-$0.75 HC-$4.20
Descriptors—*College Students, *Enrollment Trends, *Higher Education, Literature Reviews, *Student Characteristics, *Student Enrollment
This report reviews recent literature concerning enrollment trends in higher education and also presents the results of a recently completed extensive survey of student characteristics. In general, there is a declining rate of enrollment, while at the same time diversity among students is on the increase. This study should be of value to those concerned with the immediate problems in higher education and also should serve as a benchmark for evaluating future studies of enrollment trends. (MJM)

ED 088 394 HE 005 291
Fay, Margaret A. Weintraub, Jeff A.
Political Ideologies of Graduate Students: Crystallization, Consistency, and Contextual Effects.
Carnegie Commission on Higher Education , Berkeley, Calif.
Pub Date Nov 73
Note—125p.
Available from—McGraw-Hill Book Company, Hightstown, New Jersey 08520
Document Not Available from EDRS.
Descriptors—Educational Research, *Graduate Students, Graduate Study, *Higher Education, *Political Attitudes, Questionnaires, *Student Attitudes, *Student Opinion, Surveys
Identifiers—*Carnegie Commission on Higher Education
The data on which these investigations are based were drawn from the Carnegie Commission's Survey of Faculty and Student Opinion of 1969. The commission received completed questionnaires from 32,963 graduate students, and the authors took a random sample of 2,125 of these. The aim of the research was to examine the ideologies of graduate students, and to discover the factors that seemed to affect the content and internal structure of these ideologies. The major theoretical interest of this analysis is the light it throws on two important phenomena: the structuring of an individual's ideology and the rational and contextual factors that help to shape it. Appendices include tables related to the texts and the survey questionnaire. (Author/PG)

ED 088 395 HE 005 292
Hartman, Robert W.
Credit for College: Public Policy for Student Loans.
Carnegie Commission on Higher Education , Berkeley, Calif.
Pub Date May 71
Note—184p.
Available from—McGraw-Hill Book Company, Hightstown, New Jersey 08520 ($4.95)
Document Not Available from EDRS.
Descriptors—*Educational Economics, *Educational Finance, Federal Programs, Financial Needs, Financial Support, *Higher Education, Scholarship Loans, *Student Costs, *Student Loan Programs
Identifiers—*Carnegie Commission on Higher Education
The author examines past and present student loan programs and new alternatives. Responsible people take a wide range of positions on the desirable role of student loans in higher education finance. Views on student loans, in part, reflect the relative importance various observers attach to three basic rationales for government intervention in higher education. These rationales are: (1) Student loans are a means for providing a general subsidy to encourage the growth of higher education; (2) Student loans are a means to stimulate enrollments of certain target groups or to stimulate particular types of training; and (3) Government intervention in student loans represents a means of compensating for failures in the private capital market to finance adequately ventures involving high private risk. The author examines past and present student loan programs and new alternatives. (Author/PG)

ED 088 396 HE 005 294
Higher Education: Who Pays? Who Benefits? Who Should Pay?
Carnegie Commission on Higher Education , Berkeley, Calif.
Pub Date Jun 73
Note—199p.
Available from—McGraw-Hill Book Company, Hightstown, New Jersey 08520 ($3.95)
Document Not Available from EDRS.
Descriptors—*Costs, Educational Benefits, *Educational Economics, *Educational Finance, Educational Research, *Financial Support, *Higher Education, Rewards, Student Costs
Identifiers—*Carnegie Commission on Higher Education
Benefits from higher education flow to all, or nearly all, persons in the United States directly or indirectly, and the costs of higher education are assessed against all, or nearly all, adults directly or indirectly. Few Americans are denied any benefits and few adults escape any costs. This report is concerned with the very complicated and important questions of who benefits from, who pays for, and who should pay for higher education. This report looks at the problems of costs and benefits more in their totality than has been done before, and presents a more detailed analysis. The appendices include estimated distribution of tax burden and institutional subsidies by income group, university research activities, and the family contribution to college costs in 1971-72. (Author/PG)

ED 088 397 HE 005 295
Institutional Aid: Federal Support to Colleges and Universities.
Carnegie Commission on Higher Education , Berkeley, Calif.
Pub Date Feb 72
Note—299p.
Available from—McGraw-Hill Book Company, Hightstown, New Jersey 08520 ($4.95)
Document Not Available from EDRS.
Descriptors—*Educational Economics, *Educational Finance, Educational Research, *Federal Aid, *Financial Support, *Higher Education
Identifiers—*Carnegie Commission on Higher Education
The major themes of the book are: (1) The Federal government should provide substantially greater funds for higher education, including funds to institutions for general support of educational programs. (2) The institutional support within the totality of federal support programs for higher education includes expenditures for student aid, research, construction grants, and loans, and a variety of special programs such as cooperative education, community education, and developing institutions. (3) Basic support of and responsibility for higher education remain with the states and with private initiative. (4) The form of Federal aid should minimize constitutional problems and hopefully eliminate them altogether. (5) The autonomy of institutions should be preserved. (6) Federal aid should be given in a manner that does not encourage the states and private sources to reduce their support. (Author/PG)

ED 088 398 HE 005 296
Priorities for Action: Final Report of the Carnegie Commission on Higher Education with Technical Notes and Appendixes.
Carnegie Commission on Higher Education , Berkeley, Calif.
Pub Date 73
Note—245p.
Available from—McGraw-Hill Book Company, Hightstown, New Jersey 08520 ($4.95)
Document Not Available from EDRS.
Descriptors—*Educational Change, *Educational Policy, Educational Quality, *Governance, *Higher Education, *Resource Allocations
Identifiers—*Carnegie Commission on Higher Education
From the hundreds of specific suggestions and recommendations made by the Carnegie Commission during its existence, the final report selects seven dominant themes to provide a framework for its recapitulation. They are: setting priorities, clarifying purposes, preserving and enhancing quality and diversity, advancing social justice, enhancing constructive change, achieving more effective governance, and assuring resources and their more effective use. The report concludes with 14 recommendations that deserve special attention. (MJM)

ED 088 399 HE 005 299
Astin, Alexander W. Lee, Calvin, B. T.
The Invisible Colleges: A Profile of Small, Private Colleges With Limited Resources.
Carnegie Commission on Higher Education , Berkeley, Calif.
Pub Date 72
Note—154p.
Available from—McGraw-Hill Book Company, Hightstown, New Jersey 08520 ($5.95)
Document Not Available from EDRS.
Descriptors—*Church Related Colleges, *College Environment, College Role, *Higher Education, *Private Colleges, *Student Experience
Identifiers—*Carnegie Commission on Higher Education
The "invisible" colleges - private, often church-affiliated institutions with relatively open admissions policies and enrollments under 2,500 - comprise one-third of the four-year colleges in the United States and enroll almost 500,000 students. The author believes that only these colleges can offer their particular students the kind of college experience they seek. (MJM)

ED 088 400 HE 005 300
Keeton, Morris T.
Models and Mavericks: A Profile of Private Liberal Arts Colleges.
Carnegie Commission on Higher Education , Berkeley, Calif.
Pub Date 71
Note—196p.
Available from—McGraw-Hill Book Company, Hightstown, New Jersey 08520 ($5.95)
Document Not Available from EDRS.
Descriptors—College Students, *Enrollment, Financial Needs, *Financial Support, *Higher Education, *Liberal Arts, *Private Colleges, Student Enrollment
Identifiers—*Carnegie Commission on Higher Education
These colleges today enroll only one in five of all American students in colleges and universities, and this proportion will become smaller in the years ahead. But they can continue to make significant contributions if they are given adequate public support. (MJM)

ED 088 401 HE 005 301
Suchar, Elizabeth W. And Others
Student Expenses at Postsecondary Institutions 1974-75.
College Entrance Examination Board, New York, N.Y.
Pub Date 74
Note—70p.

Available from—Publications Order Office, College Entrance Examination Board, Box 592, Princeton, New Jersey 08540 ($2.50)
EDRS Price MF-$0.75 HC Not Available from EDRS.
Descriptors—College Housing, Commuting Students, *Estimated Costs, Fees, *Higher Education, *Post Secondary Education, *Student Costs, *Tuition
The focus of this book is on the costs of postsecondary education. The cost estimates listed were provided by the postsecondary institutions themselves. Institutions are listed alphabetically for each state. Information provided by each institution includes: tuition and fees, room and board, total resident fees, total commuter fees, total--12-month self-supporting, out-of-state (district) tuition, and the Parent Confidential Statement filing date. An index of institutions listed is also presented. (MJM)

ED 088 402 HE 005 302
Cheit, Earl F.
The New Depression in Higher Education: A Study of Financial Conditions at 41 Colleges and Universities.
Carnegie Commission on Higher Education , Berkeley, Calif.
Pub Date 71
Note—190p.
Available from—McGraw-Hill Book Company, Hightstown, New Jersey 08520 ($5.95)
Document Not Available from EDRS.
Descriptors—*Educational Economics, *Educational Finance, *Expenditures, *Financial Problems, *Higher Education
Identifiers—*Carnegie Commission on Higher Education
About two-thirds of the nation's public and private, two-year and four-year institutions of higher education were in some financial difficulty in 1970. How they responded to their plight is reported in this objective, analytical survey. (MJM)

ED 088 403 HE 005 303
Continuity and Discontinuity: Higher Education and the Schools.
Carnegie Commission on Higher Education , Berkeley, Calif.
Pub Date Aug 73
Note—128p.
Available from—McGraw-Hill Book Company, Hightstown, New Jersey 08520 ($2.95)
Document Not Available from EDRS.
Descriptors—*College High School Cooperation, *Equal Education, *Higher Education, *Interinstitutional Cooperation, *Universal Education
Identifiers—*Carnegie Commission on Higher Education
In an era of universal access to education at all levels, high schools and colleges can no longer operate as separate worlds. In this report, the Carnegie Commission calls for closer cooperation between schools and colleges to provide equal opportunity to all students; to accommodate the growth of nontraditional study and more flexible curricula at all levels; and to make maximum use of limited resources at all levels. (MJM)

ED 088 404 HE 005 304
Rott, Marilyn A. H.
The University Experience: The Fourth Year, Part I, 1966 Freshman Class.
State Univ. of New York, Buffalo. Student Testing and Research Office.
Pub Date 73
Note—150p.
EDRS Price MF-$0.75 HC-$6.60
Descriptors—*College Environment, *College Freshmen, College Role, *Higher Education, Research Projects, *Student Attitudes, *Student Experience, Student Teacher Relationship
Identifiers—Buffalo, *State University of New York
This report is the fifth in a series reporting data from a ten-year longitudinal study of a random sample of the 1966 entering freshman class at State University of New York-Buffalo. Students were asked to describe their reactions to the University experience, attitudes and opinions about the University, involvement in University life, and attitudes toward faculty and course work. They saw the functions of a university as fostering personal development of students, providing academic experiences, service to community and society, and vocational preparation. They regarded the University atmosphere as liberal, academically competitive, and conducive to their maturing. Most of these students reported some out-of-class contacts with faculty and said that such student-faculty relationships enhanced learning by making it less impersonal. In looking back over their four years, a majority reported that academic experiences were a source of satisfaction, that their personal development was the most valuable of their experiences, and that interpersonal relationships were the most meaningful of their experiences. Their most frequent advice to a high school senior was, "Go to college." (Author)

ED 088 405 HE 005 305
Enrollment at State Universities and Land-Grant Colleges, Fall, 1973.
National Association of State Universities and Land-Grant Colleges, Washington, D. C. Office of Research and Information.
Pub Date 24 Mar 74
Note—14p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Enrollment, *Enrollment Trends, *Higher Education, *Land Grant Universities, *State Colleges, Statistical Data
Enrollment at state universities and land-grant colleges neared the 3 million mark in fall 1973, increasing approximately 3% over fall 1972. Data from 126 of the 130 member institutions of the National Association of State Universities and Land-Grant Colleges (NASULGC), representing 357 individual campuses, showed a fall enrollment of 2,911,219 compared with a fall 1972 enrollment of 2,827,645 for an increase of 2.96%. This was a greater increase than the 2.43% enrollment rise reported by these institutions in fall 1972, but the rate of growth was smaller than the 3.9% increase reported for all institutions of higher education in fall 1973. NASULGC institutions representing the nation's major public universities and land-grant colleges enrolled 30% of the 9,662,763 students attending higher education institutions in fall 1973. (Author)

ED 088 406 HE 005 319
Willingham, Warren W.
Transfer Standards and the Public Interest: Academic Aptitude.
Pub Date Dec 73
Note—25p.; Presented at the Airlie House Conference on College Transfer (Warrenton, Virginia, December 2-4, 1973)
EDRS Price MF-$0.75 HC-$1.85
Descriptors—Free Choice Transfer Programs, *Higher Education, Restrictive Transfer Programs, Student Mobility, *Transfer Policy, *Transfer Programs, *Transfers, *Transfer Students
There are a variety of important policy issues concerning the movement of students among higher education institutions. This report is concerned with the transfer student's capability to succeed at the new institution. In encouraging flexible movement of students among institutions, one must find equitable ways to maintain standards. The grade-point average is too much of a differential to be the only factor in deciding a student's ability to transfer. The emphasis of this paper is on the fact that there are different ways to approach the problem of transfer standards and that various mechanisms may be appropriate for various institutions and for different types of transfer students. Four general mechanisms are described to monitor the movement of transfer students in ways that are reasonable from the standpoint of the student, the institution, and the public. They are: adjusted grade, standardized examinations, competency standards, and accreditation. The author then articulates the varieties of transfer: articulated vertical transfer, traditional horizontal transfer, nontraditional transfer, reverse transfer, open-door transfer, double reverse transfer, and vocational transfer. The conclusion suggests the need for exemplary program models concerning transfer students. (Author/PG)

ED 088 407 HE 005 320
Martorana, S. V.
Organizing Approaches to Facilitate Student Mobility in Postsecondary Education.
Pub Date 2 Dec 73
Note—21p.; Paper presented at the Airlie House Conference on College Transfer (Warrenton, Virginia, December 2-4, 1973)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Change Agents, College Students, Conference Reports, Educational Change, *Higher Education, *Post Secondary Education, *Student Mobility, *Transfer Students
Ten propositions for action organizing approaches to facilitate student mobility in postsecondary education are reviewed. The propositions are: (1) the organization of effort to resolve the problems of student mobility in postsecondary education should involve and mobilize both authorities with local and institutional responsibilities and those with a more global authority and perspective. (2) Educational institutions, organizations, and agencies need to be included and involved. (3) The organized professions and occupational groups should be brought into participation. (4) The effort should include the students, their families and other direct supporters. (5) Agencies and organizations concerned about "civil rights" and "consumer interests" need to be utilized. (6) Clear policies need to be developed. (7) A national network of "units of responsibility" needs to be created. (8) A nationwide linkage of operational data, advisory information and student records needs to be established. (9) Institutions and agencies need to adapt policies and practices which exert "operational leverage" in the student's interests. (10) A deliberated and coordinated thrust should be made to acquire the needed finances to accomplish the foregoing and also to acquire adequate financial assistance for the student. (Author/MJM)

ED 088 408 HE 005 321
Kintzer, Frederick C.
The Transfer Student Dimension of Articulation.
Pub Date 2 Dec 73
Note—36p.; Paper presented at the Airlie House Conference on College Transfer (Warrenton, Virginia, December 2-4, 1973)
EDRS Price MF-$0.75 HC-$1.85
Descriptors—College Credits, College Students, Conference Reports, *Higher Education, *Junior College Students, Research Projects, *Student Mobility, *Transfer Policy, *Transfer Students
This paper focuses on the transfer student. The first section includes a brief review of what we know about the 2-year college student followed by a discussion of the types of transfers. Examples of frequently asked student questions are presented with each type to enable conference groups to gain an immediate perspective of problems from the student's point of view. A description of several nontraditional programs attractive to transfer students concludes the first section. The second section is devoted to results of stage two of the Exxon Education Foundation-sponsored research project: Evaluation and Application of Community College Transfer Credits and Courses by Senior Colleges and Universities focusing on reactions of pre-transfers and transfers. (MJM)

IR

ED 088 409 IR 000 081
Ocran, Emanuel Benjamin
Outline History of Classification: An Essay.
Pub Date 73
Note—54p.
EDRS Price MF-$0.75 HC-$3.15
Descriptors—*Cataloging, *Classification, *Conceptual Schemes, *Historical Reviews, *Library Science, Philosophy
According to this author, library classification should be viewed in its broader context of the classification of knowledge--the orderly arrangement of thoughts and things for convenient reference. This has been an activity of man since his earliest days, when primitive man first classified animals and plants in the interest of food. Philosophers, including Aristotle and Roger Bacon, have always been concerned with the arrangement, not only of objects, but of knowledge, into definable catagories. Library classification--practical systems for the arrangement of books on shelves--has also existed since ancient times. Librarians have relied, in their arrangements, on the knowledge schemes created by philosophers. As knowledge, and the number of books, have increased, new library schemes have been developed. The 19th Century saw many such

schemes, notably the Dewey system. Because of the dynamic nature of knowledge itself, library classification schemes are unlikely ever to be stabilized. At present, librarians are attempting to fill the gaps by creating special systems for individual subjects such as business and medicine. (SL)

ED 088 410 IR 000 119

Publishing in Education: A Statement Prepared for the National Institute of Education by the Association of American Publishers.

Association of American Publishers, New York, N.Y.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date Nov 71

Note—32p.

EDRS Price MF-$0.75 HC-$1.85

Descriptors—*Education, Instructional Materials, Instructional Media, *Publishing Industry, *State of the Art Reviews

Identifiers—Association of American Publishers, *National Institute of Education, NIE, NIE Archives

The state of the art of the educational publishing industry is reviewed. The points are made that the industry is highly competitive and diversified and that sales of all media amount to $1.2 billion annually. Publishers are defined as individuals who assist in the communication of ideas and whose functions include the creation, editing, production distribution, serving and financing of materials. Diversity is insured by the large number of companies in the field, but this fragmentation also prevents basic research on a large scale. Publishers cannot yet be held accountable for the success of their materials because control over the selection and assignment of materials is held by state and local committees and control over their use remains in the teachers' hands. Thus, market penetration and profitability are the best available criteria of success. Publishers do conduct a limited amount of pilot testing and in-service teacher training and the Association of American Publishers stands ready to cooperate with the National Institute of Education (NIE) in programmatic, problem-solving projects. These efforts, in conjunction with NIE's basic research, will help to promote more effective education. (Author/PB)

ED 088 411 IR 000 120

Sprunger, Ben

Dissemination Activity of NIE.

National Inst. of Education (DHEW), Washington, D.C.

Pub Date 22 Dec 71

Note—9p.

EDRS Price MF-$0.75 HC-$1.50

Descriptors—Adoption (Ideas), Communication (Thought Transfer), *Diffusion, *Educational Development, Educational Innovation, Educational Needs, *Educational Research, *Information Dissemination, Information Utilization, *Research Utilization

Identifiers—*National Institute of Education, NIE, NIE Archives, Research and Development

American Education has suffered from its inability to communicate and gain wide adoption of educational improvements. Since the National Institute of Education (NIE) will be judged in terms of the degree to which educational practice is improved, it must assume responsibility for the implementation of new findings. Thus, NIE must conduct a three-pronged operation. First, it must analyze and remain sensitive to user needs, without becoming captive to the users' immediate desires at the cost of abandoning long-range basic research. Second, NIE must continue its research and development activities. Finally, the Institute must oversee the dissemination and utilization of the products of its research. This will require research on strategies for effecting the diffusion and implementation of new ideas, cooperating with other educational agencies, and extra funding for these post-research and development activities. It appears that the best way to insure the smooth development of innovations from need analysis to implementation is to make the same group responsible for an entire project from inception to completion. This will require the integration of both personnel and functions to a greater degree than has previously existed. (PB)

ED 088 412 IR 000 121

Paisley, William J.

Recommendations for the Dissemination and Utilization Program of the National Institute of Education.

National Center for Educational Communication (DHEW/OE), Washington, D.C.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C. Planning Unit.

Pub Date 3 Apr 72

Note—24p.; See also IR 000 122; Prepared for the USOE-NCEC Research Advisory Committee on Change Processes in Education

EDRS Price MF-$0.75 HC-$1.50

Descriptors—*Adoption (Ideas), Communication (Thought Transfer), *Diffusion, Educational Development, Educational Innovation, Educational Research, *Information Dissemination, *Information Utilization, *Research Utilization

Identifiers—Change Process Advocacy, *National Institute of Education, NIE, NIE Archives, Research and Development

Change may result from product advocacy, laissez-faire competition, or change-process advocacy. The National Institute of Education (NIE) has adopted the last posture, whereby the agency advocates a strategy of implementing change by sponsoring a sequence of activities including need and capability assessments, trial of alternatives, evaluation and implementation. Within this context, NIE's dissemination and utilization efforts involve a knowledge production sector, multiple communication channels and a knowledge using system. Trends influencing dissemination include the growth of education as a community-wide lifelong concern, decentralization, and the increase of educational conflicts. If educators are to be free to choose among alternatives, NIE's dissemination efforts must recognize that dissemination dynamics are generalizable across settings, that the lasting effect of change is upon people, not things, and that adaptive behavior is more common than adoptive behavior. It is recommended that NIE: 1) support change processes, not products; 2) stress need and capability assessments and long-range planning; 3) attend to the implementation procedures which intervene between dissemination and utilization; 4) promote cooperation among agencies; 5) adopt new communication technologies; and 6) conduct research on the dissemination and utilization of innovations. (PB)

ED 088 413 IR 000 122

Havelock, Ronald Paisley, William J.

Recommendations for the Dissemination Program of the National Institute of Education Concerning (1) Needed Research on the Dissemination Process, (2) Strategies for NIE's Own Dissemination and Utilization Effort.

National Inst. of Education (DHEW), Washington, D.C.

Pub Date 13 Jun 72

Note—40p.; See also IR 000 121

EDRS Price MF-$0.75 HC-$1.85

Descriptors—Adoption (Ideas), Communication (Thought Transfer), Decision Making, Diffusion, Educational Development, *Educational Innovation, Educational Needs, Educational Research, Federal Aid, Federal Government, *Government Role, *Information Dissemination, *Information Utilization, *Research Utilization

Identifiers—*National Institute of Education, NIE, NIE Archives, Research and Development

The introduction which precedes the two major sections of this position paper discusses the baseline and causes of educational change and some policy alternatives for Federal support of dissemination activities. Following this, part I of the body of the paper offers a statement describing the National Institute of Education's (NIE) program thrust on educational communication and resource utilization. First treated is research on the flow and fate of educational innovations, including adoption decision-making studies and tracer analysis of specific innovations. Next, attention is given to the development and testing of alternative models for NIE's dissemination and utilization program; this section has previously been listed as a separate entry (IR 000 121) with its own abstract. (PB)

ED 088 414 IR 000 212

The Development of an Instructional Television Publication: ITV: Promise Into Practice. An ESEA Title III Project Termination Report.

Columbus Public Schools, Ohio. Dept. of Evaluation, Research, and Planning.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No—45-71-202-2

Pub Date 30 Apr 73

Note—218p.; See also ED 071 392

EDRS Price MF-$0.75 HC-$10.20

Descriptors—Curriculum Design, Curriculum Development, Curriculum Planning, Elementary Grades, Guides, Inservice Teacher Education, Instructional Innovation, *Instructional Media, Instructional Technology, *Instructional Television, Manuals, Preservice Education, Program Descriptions, *Programing (Broadcast), Projects, Publications, Secondary Grades

Identifiers—Columbus Public Schools, Elementary Secondary Education Act Title III, ESEA Title III, Ohio

The Columbus Ohio Public School system conducted a project to develop an instructional television (ITV) publication. The project's major goals were to: 1) develop a rationale for using ITV to enhance learning; 2) produce a book for preservice and inservice educators which would examine ITV in relation to the foundations of education, as well as survey available ITV programing and usage; and 3) stimulate creative use of ITV in Ohio. Needs were surveyed, interviews conducted and literature reviewed. Following this, 33 objectives were identified and the book, "ITV: Promise Into Practice," was written and evaluated by three judges and a random sample of Ohio educators. Analysis of the data showed that 30 of the objectives were attained. Readers judged that the book provided the needed background for making rational curriculum decisions relevant to ITV. Additional printings of the report, containing a full review of data collection, production, evaluation and dissemination activities, were authorized and made available from the Ohio Educational Media Center, The Ohio Department of Education. (Author)

ED 088 415 IR 000 223

Gillespie, John T. Spirt, Diana L.

Creating A School Media Program.

Pub Date 73

Note—236p.

Available from—R. R. Bowker Co., P. O. Box 1807, Ann Arbor, Michigan 48106 ($11.50)

Document Not Available from EDRS.

Descriptors—Administration, Administrative Organization, Books, Budgeting, Elementary Grades, Facilities, Instructional Materials, *Instructional Materials Centers, *Instructional Media, Library Material Selection, Media Selection, Organization, Personnel Needs, *School Libraries, Secondary Grades

The principles and practices relating to the creation, organization and administration of a school media center are examined in detail. The stress is upon recent developments and practical considerations and emphasis is laid upon those features which distinguish the school media center from the conventional school library. Individual chapters deal with: 1) the historical development of the media center; 2) the nature of media programs; 3) the essential elements of a media program; 4) the assessment of media programs; 5) budget; 6) staffing; 7) facilities; 8) media selection; and 9) acquisition and organization. A series of appendixes treats selection policies and the criteria for selecting educational media and audiovisual equipment. (PB)

ED 088 416 IR 000 226

Oregon Total Information System. Title III, ESEA Evaluation.

Oregon Total Information System, Eugene.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date May 71

Note—98p.

EDRS Price MF-$0.75 HC-$4.20

Descriptors—Computer Oriented Programs, Computers, Data Processing, *Demonstration Projects, Information Services, *Information Systems, Program Descriptions, *Program Evaluation, School Districts, *State Programs

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Oregon, *Oregon Total Information System, OTIS

A description of the Oregon Total Information System (OTIS) project is presented. The purpose of the three year project was to improve educa-

tion and its administration by implementing and demonstrating a total information system which could provide data processing services to school districts of varying sizes over a large geographic region. The report describes: 1) the context and scope of the program; 2) the administrative and student data processing services provided; 3) the organizational structure and flow of responsibility within OTIS; 4) the system's hardware and software; and 5) an evaluation of the project and a summary of benefits flowing from it. Nine appendixes present details on users, teleprocessing statistics, costs, user evaluations, evaluations by two outside consultants and recommendations submitted by three state agencies. (PB)

ED 088 417 IR 000 227

Chartier, Myron Raymond

Toward a Theoretical Model of Learning As It Relates To Simulation Games With Discussion.

Pub Date 74

Note—15p.

EDRS Price MF-$0.75 HC-$1.50

Descriptors—*Discussion (Teaching Technique), Discussion Experience, *Educational Games, Educational Research, Games, Hypothesis Testing, Learning, *Learning Theories, Models, Research Design, *Research Methodology, Research Proposals, *Simulation

In order for research on the educational utility of simultation games to advance, there must be some stipulation of a set of significant variables. This, in turn, requires the building of testable theoretical models and the formulation of strategic propositions to test their validity. An example of the process involved is as follows. Focusing upon the domain of what people learn at the cognitive and affective levels from participating in a simulation game with a discussion component, one can identify the four major attributes of: individuals, group participation, simulation game-with-discussion, and learning outcomes. Specific variables within each of these attributes can be identified and laws of interaction devised, such as that learning variables are dependent upon game-with-discussion variables. Strategic propositions are thus generated; e.g., that participants in game-with-discussion demonstrate higher cognitive learning outcomes than participants in games-without-discussions. Specific hypotheses can then be devised and tested; for example, that subjects experiencing games-with-discussion will score higher on an immediate true-false posttest of knowledge of the game, than will subjects who experienced the game without discussion. (PB)

ED 088 418 IR 000 228

Engelbart, Douglas C.

Coordinated Information Services For a Discipline- Or Mission-Oriented Community.

Stanford Research Inst., Menlo Park, Calif. Augmentation Research Center.

Pub Date 24 Jan 73

Note—10p.; Paper presented at the Annual Computer Communications Conference (2nd, San Jose, California, January 24, 1973)

EDRS Price MF-$0.75 HC-$1.50

Descriptors—Communication (Thought Transfer), Community Control, Community Development, Community Involvement, *Community Programs, Computer Assisted Instruction, *Computers, Dialogue, Documentation, *Information Networks, Information Services, *Information Systems, On Line Systems, State of the Art Reviews, *Telecommunication

Identifiers—Augmentation Research Center, Knowledge Workers, *Knowledge Workshop, Stanford Research Institute

An overview is given of the potential contribution of computerized information services to communities involved with common disciplines or common missions. The author first describes the knowledge workshop--an environment in which knowledge workers do their knowledge work--and then discusses the prototype of the community workshop which has been supported by the Augmentation Research Center at Stanford Research Institute. Among the significant topics included within the scope of the discussion are: 1) collaborative dialogue, 2) document development, production and control, 3) research intelligence, 4) community handbook development, 5) computer-based instruction, 6) meetings and conferences, 7) community management and organization, and 8) special knowledge work by individuals and teams. A set of conclusions comprises the final section of the paper. (PB)

ED 088 419 IR 000 229

Towards Central Government Computer Policies. Data Base Developments and International Dimensions.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 73

Note—202p.; OECD Information Studies Number Five

Available from—OEDC Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 ($4.75)

EDRS Price MF-$0.75 HC-$10.20

Descriptors—*Computers, *Data Bases, Data Processing, *Government Role, *Information Systems, International Organizations, *International Programs, National Programs, Policy Formation, Public Policy, Social Problems, State of the Art Reviews

Identifiers—OECD, OECD Data Bank Panel, Organization Economic Cooperation and Development, Privacy

Three categories of issues relating to government policies and computerized data processing are examined. These relate to: 1) central government policies for data development; 2) parliamentary and public concern with the social consequences of computerized data processing; and 3) the international dimensions of developments in data processing. Part I of the report offers the following conclusions of the Data Bank Panel of the Organization for Economic Cooperation and Development (OECD): 1) central governments must provide overall leadership in policy formation and planning; 2) formal programs should be undertaken to appraise the public of the characteristics, uses and benefits of computers; 3) international coordination of communication standards is necessary; and 4) individual governments should work with the OECD to bring about the required international cooperation. Part II of the report consists of a background paper dealing with data base policy issues, the establishment of computer utilization policies by governments, the analysis of patterns of data base policy development, and the formation of international computer linkage systems. (PB)

ED 088 420 IR 000 231

Regents Statement in Rebuttal to LCER Program Audit of March 1, 1973 "Educational Television in New York State".

State Univ. of New York, Albany. Office of the Regents.

Pub Date 6 Jul 73

Note—10p.; See Also ED 071 417

EDRS Price MF-$0.75 HC-$1.50

Descriptors—Cable Television, Educational Planning, *Educational Television, Instructional Technology, *Instructional Television, *Policy Formation, Program Descriptions, Programing (Broadcast), *Public Television, State Aid, State Programs, *Statewide Planning

Identifiers—Board of Regents, Instructional Fixed Service Television, Legislative Commission on Expenditure Review, *New York State, State Education Department

A rebuttal is offered to the criticisms made of the State Education Department (SED) and its Board of Regents in a program audit of the Legislative Commission on Expenditure Review (LCER). Comments of four major types are made. First, the Regents contend that the LCER report ignored many of the SED's activities in the area of instructional fixed service television, cable television, and satellite communication. Second, the Board denies the accusation that the State Education Department's programs are of poor technical quality and weak in content, and offers evidence to the contrary. Thirdly, the charge that the SED's supervision of local station operations has been minimal is countered with evidence which indicates that the Department has operated to the limits of its actual authority and resources. Finally, the Board denies the claim that there has been lack of statewide coordination of planning for educational television, citing its plans for total state support of the instructional television programing of the state's eight open circuit stations. (PB)

ED 088 421 IR 000 232

Havelock, Ronald G. Lingwood, David A.

R&D Utilization Strategies and Functions: An Analytical Comparison of Four Systems. Final Report.

Michigan Univ., Ann Arbor. Inst. for Social Research.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date 73

Note—393p.

EDRS Price MF-$0.75 HC-$18.60

Descriptors—Attitudes, Comparative Analysis, *Diffusion, Federal Aid, Federal Government, Federal Programs, *Information Dissemination, Information Needs, *Information Networks, *Information Utilization, Research, Research and Development Centers, Systems Analysis, Telecommunication, Use Studies

Identifiers—Linkage

Research studied the activities of four special units set up by four Federal agencies to handle the diffusion and utilization of their respective research products. Comparative functional profiles of each unit were first developed and revised to constitute a consensus self-portrait. Next, data on the research utilization networks of two of the units were obtained from questionnaires. Subsequently, two interface conferences were convened involving sub-samples of those surveyed in the network study. A theoretical model was then developed to describe a resource-user problem-solving dialogue within which it was possible to analyze all functions and activities of diffusion and utilization agencies. Communication network maps were drawn to depict the types and flow of information. Major findings were that: 1) research information was rarely sought in crises; 2) attitudes toward dissemination and utilization were dominated by ideologies termed "linkage", "user-centering," "Research Development" and "capacity"; and 3) the most important elements in the dissemination and utilization system which needed improvement were a) linkage, b) diagnosis of user needs, and c) planning and organization of the overall dissemination and utilization system. (Author/PB)

ED 088 422 IR 000 233

LRC Goals 73/74.

William Rainey Harper Coll., Palatine, Ill.

Pub Date 74

Note—97p.

EDRS Price MF-$0.75 HC-$4.20

Descriptors—Educational Objectives, Guidelines, Guides, *Higher Education, *Institutional Role, *Instructional Materials Centers, *Objectives

Identifiers—Learning Resource Centers, LRC, *William Rainey Harper College

A review is presented of the goals and objectives for 1973-74 by the staff of the Learning Resource Center of William Rainey Harper College. The nine major sections of the booklet deal with: 1) institutional goals; 2) goals set by the vice president for academic affairs; 3) goals of the academic deans; 4) goals of the division chairman; 5) goals of the dean of learning resources; 6) goals of the resource services; 7) goals of the processing service; 8) goals of the production service; and 9) routine objectives for academic affairs. Thirty-six institutional goals are listed in the first section; following this, routine, innovative, problem-solving, and personal-professional development objectives are presented for each of the next seven major areas. In the last section of the guide, routine objectives for academic affairs relating to publications, program review, staffing, budgeting, curricular planning and personnel reviews are presented. (PB)

ED 088 423 IR 000 234

Wagner, Harold And Others

Individualized Course Completion Time Predictions: Development of Instruments and Techniques.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.

Report No—HumRRO-TR-73-25

Pub Date Nov 73

Note—54p.

EDRS Price MF-$0.75 HC-$3.15

Descriptors—Autoinstructional Programs, Computer Assisted Instruction, Computer Programs, Educational Research, Individual Instruction, Individualized Programs, Job Training, *Measurement Instruments, *Measurement Techniques, Military Training, Prediction, *Predictive Ability (Testing), Predictive Measurement, Predictor Variables, Self Pacing Machines, *Test Construction, *Time Factors (Learning), Training

Identifiers—Mini Lessons, Nomographs

Research was undertaken to develop a system for predicting completion time in a self-paced training course. The hypotheses were developed that: 1) course content-related instruments would be better predictors of completion time than general aptitude measures; and that 2) a linear predictive function would provide the best description of the relationship between predictor variables and completion time criteria. A predictive test battery which consisted primarily of content-related tests and mini-lessons that were directly associated with a training course, proved to be better than general aptitude measures for predicting course completion time; a strong linear relationship was found between predictors and completion time criteria. Step-wise linear regression analyses were used to develop predictive functions and to determine potentially useful predictors. Computer programs and nomographs were constructed to display the predictive equations and were recommended for use. Since there were significant inter-group differences in learning rates depending on the media used, the development of media-specific predictive equations was recommended. (Author/PB)

ED 088 424 IR 000 235
Schneider, E. W.
Course Modularization Applied: The Interface System and Its Implications For Sequence Control and Data Analysis.
Human Resources Research Organization, Alexandria, Va.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—HumRRO-PP-10-73
Pub Date Nov 73
Note—21p.; Paper presented at the Association for the Development of Instructional Systems (Chicago, Illinois, April 1972)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Behavioral Objectives, *Computer Assisted Instruction, Computer Programs, *Instructional Design, *Instructional Systems, *Management Systems, Program Descriptions, Systems Analysis, *Systems Approach
Identifiers—Assembly Language, COURSEWRITER, Instructional Modules, *Interface System
The Interface System is a comprehensive method for developing and managing computer-assisted instructional courses or computer-managed instructional courses composed of sets of instructional modules. Each module is defined by one or more behavioral objectives and by a list of prerequisite modules that must be completed successfully before the specific module can be attempted. The system's key components are: 1) a standard general structure for all modules; 2) a consistent method of labeling logic and text elements; and 3) computer programs (presently written in COURSEWRITER with Assembly Language functions) to regulate inter-module student traffic and to execute system-controlled and student-controlled instructional decisions. (PB)

ED 088 425 IR 000 236
Braby, Richard
An Evaluation of Ten Techniques For Choosing Instructional Media. Focus on the Trained Man.
Naval Training Equipment Center, Orlando, Fla. Training Analysis and Evaluation Group.
Report No—NAVTRAEQUIPCEN-1023
Pub Date Dec 73
Note—52p.; TAEG Report Number 8
EDRS Price MF-$0.75 HC-$3.15
Descriptors—Educational Programs, *Evaluation Methods, *Evaluation Techniques, *Instructional Media, *Media Selection, Military Training, Program Evaluation, Training
Identifiers—TAEG, TAEG Technique, Training Analysis and Evaluation Group, United States Navy
An evaluation is provided of ten fundamentally different techniques applicable for choosing instructional media for proposed Navy training programs. The evaluative method used employed six training system designers, each of whom applied the chosen techniques to a sample of seven representative training tasks. The results of these applications were then examined by a panel of experts who judged the appropriateness of the media chosen to the task's training requirements. This served as the basis for ranking the techniques in terms of their usefulness in the design of Navy training programs. The rating for each of the three top ranked techniques were essentially similar and no clear superiority was established. Furthermore, none of the techniques were found adequate for direct application to Navy training programs. However, one of the three, the Training Analysis and Evaluation Group (TAEG) technique, was selected as the logical choice for further development and guidelines for its modification are presented. (Author)

ED 088 426 IR 000 237
Pergeau, Beverly
Keeping Order: Coding-Materials, Audio Visual Aids, and Microfiche. Staff Utilization for Continuous Progress Education.
Scottsdale Public Schools, Phoenix, Ariz.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date 73
Note—130p.; Parts of this document may not reproduce clearly
EDRS Price MF-$0.75 HC-$6.60
Descriptors—Audiovisual Aids, *Cataloging, Classification, *Codification, Continuous Progress Plan, Elementary Schools, *Information Retrieval, *Instructional Materials, *Instructional Materials Centers, Learning Laboratories, Microfiche, Open Plan Schools, Program Descriptions, Use Studies
Identifiers—Arizona, Elementary Secondary Education Act Title III, ESEA Title III, Pueblo Elementary School, Scottsdale
A description is provided of the work accomplished in the course of a Title III funded project at the Pueblo Elementary School in Scottsdale, Arizona. Part I of the report describes the function of the instructional materials center in a school with an open-class learning center design. Part II deals with the coding system created to retrieve instructional materials to match student needs, showing how materials are classified by subject matter area, grade level, and specific concepts and skills. The third part of the document addresses the topic of coding audiovisual materials, presenting details about a computerized cataloging and retrieval system which provides centralized acquisition and cagaloging services for non-print materials to the schools in the district. The concluding section offers a catalog of microfiche on 13 different subjects. (PB)

ED 088 427 IR 000 238
Miller, Bernard W.
An Exploration: Media in the Affective Domain.
Pub Date 74
Note—5p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Affective Behavior, *Behavior Change, Changing Attitudes, Communication (Thought Transfer), *Disadvantaged Youth, Elementary School Students, *Film Production, Film Study, Group Discussion, Higher Education, Instructional Films, Instructional Media, *Protocol Materials, Research Proposals, Sensitivity Training, *Teacher Attitudes, Teacher Education, Urban Education, Values
Identifiers—*Affective Domain
A proposed project will attempt to alter the attitudes toward disadvantaged urban children which are held by students in an elementary teacher education program. There are both theoretical reasons and empirical evidence to indicate that filmmaking and film viewing are effective means of facilitating learning, interpersonal communication, emotional growth, and sensitivity to others; therefore, the project will use the production, viewing and analysis of a motion picture about inner-city children to modify the attitudes of the teacher trainees. Students will first be taught the rudiments of filmmaking and then split into teams to film segments which will be edited into a composite product. After viewing, a variety of techniques will be used to analyze the movie, including group discussion, encounter activities and role-playing. A psychologist, a sociologist, and an educator will provide support and counseling during the analysis phase. A variety of affective measurement instruments will be used to assess changes in attitudes and values, thereby determining if the procedure was an effective means of affective modification. (PB)

ED 088 428 IR 000 240
Children's Television Workshop Annual Report 1973.
Children's Television Workshop, New York, N.Y.
Pub Date Sep 73
Note—40p.
EDRS Price MF-$0.75 HC-$1.85
Descriptors—Annual Reports, *Educational Finance, *Educational Television, Elementary Grades, Financial Problems, Financial Support, Mass Media, Objectives, Preschool Education, *Programing (Broadcast), *Public Television, Television, *Television Research
Identifiers—*Childrens Television Workshop, CTW, Electric Company, Sesame Street
The activities of the Children's Television Workshop (CTW) for the Fiscal Year 1973, which ended June 30, 1973, are reported. An open letter from the president of CTW summarizes the Workshop's previous successes, its goals, and its financial situation and difficulties. Following this, the major elements of CTW's research and development laboratory are reviewed. The successes of "Sesame Street", both in the United States and abroad, are noted and details are presented documenting the classroom impact of the "Electric Company." Other topics discussed include the ultimate impacts of the community education services offered by CTW and the extension of the curriculum via other, non-broadcast media. A detailed statement of finances concludes the report. (PB)

ED 088 429 IR 000 248
Grosch, Audrey N., Comp.
Conversion of the Minnesota Union List of Serials (MULS) To National Serials Data Program (NSDP) Requirements: A Proposal. Final Report.
Minnesota Univ., Minneapolis. Univ. Libraries.
Spons Agency—Library of Congress, Washington, D.C.
Pub Date Dec 73
Note—54p.
EDRS Price MF-$0.75 HC-$3.15
Descriptors—Automation, *Bibliographies, Cataloging, Computer Programs, Computers, *Data Bases, Documentation, Editing, Estimated Costs, Feasibility Studies, Library Collections, Library Cooperation, Manpower Needs, *Serials, Transfers, *Union Catalogs
Identifiers—*Machine Readable Bibliographic Data Bases, Minnesota, Minnesota Union List of Serials, National Serials Data Program
The methodologies and costs of converting the Minnesota Union List of Serials (MULS) to the National Serials Data Program (NSDP) requirements are outlined in this document. The conversion is considered under four logical areas: 1) providing quantitative estimates of the amount of computer analysis and programing manpower required to perform a machine conversion of the MULS into the NSDP record format; 2) providing estimates of the kinds, amounts, and sources of the data and amount of professional and sub-professional effort needed to bring the machine converted file into full NSDP specification; 3) providing quantitative estimates of the personnel and processing costs required to produce aperture card surrogates for all titles and the machine-converted file; and 4) studying the feasibility of and developing computer procedures for automated matching of records from the MULS and NST files for the purpose of transfer of ISSN and other data elements from the NST to the MULS file; and providing quantitative estimates of computer analysis and programing time required to implement the various procedures. (CH)

ED 088 430 IR 000 258
New England Library Information Network Director's Annual Report, 1972-1973.
New England Board of Higher Education, Wellesley, Mass. New England Library Information Network.
Pub Date 73
Note—13p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Annual Reports, *Information Networks, *Library Networks, *On Line Systems, *Regional Cooperation
Identifiers—*New England Library Information Network
Major achievements of the New England Library Information Network (NELINET) during the fiscal year ending July 30, 1973 included the following: a formal agreement for cooperative library network development was signed between the Ohio College Library Center (OCLC) and the New England Board of Higher Education (NEBHE) effective July 1, 1972; individual

agreements between NEBHE/NELINET and each NELINET oneline shared cataloging system were selected, and thirty-seven ordered; on-line and off-line NELINET member library staffs were trained by the NELINET Field Operations staff for participation in the system; fifteen terminals were installed and operational in thirteen member libraries at the year's end. NELINET task groups expanded and intensified their activities to develop cooperative programs beyond the NELINET membership. NELINET participation in regional library development was widened beyond New England's borders, and NELINET goals and budget for the coming year were defined and approved by the membership. (Author)

ED 088 431 IR 000 259
Marbury, Carl H.
Narrative Evaluation Report On: An HEA Institute for Training in Librarianship for Drug Education For Academic and School Library Media Specialists.
Alabama Agricultural and Mechanical Univ., Huntsville.
Spons Agency—Bureau of Higher Education (DHEW/OE), Washington, D.C.
Pub Date Jul 71
Note—90p.
EDRS Price MF-$0.75 HC-$4.20
Descriptors—Audiovisual Aids, Course Descriptions, *Drug Education, *Institutes (Training Programs), Librarians, *Library Education, Media Specialists, *Multimedia Instruction, *Program Descriptions, Program Evaluation
Identifiers—Higher Education Act Title IIB
The purpose of the 1971 Higher Education Act (HEA) Institute for Training in Librarianship and Drug Education was to train teams of librarians and media specialists from academic and school libraries to develop comprehensive drug education packages made up of both commercially available materials and locally produced learning aids designed to meet the specific needs of individual schools and communities. Twenty-eight participants, from six southeastern states, were enrolled in the six week program at the School of Library Media at Alabama A&M University. The program consisted of three courses: Bibliography of Drug Education, Preparation of Instructional Materials, and Organization and Utilization of Instructional Materials. Other activities included weekly seminars, field trips and daily laboratory activities in the media workshop. This report contains the director's narrative evaluation, outlines and bibliographies of the three courses, information on institute procedures, and lists of staff and participatns. (SL)

ED 088 432 IR 000 260
Baaske, Jan And Others
A Management Review and Analysis of Purdue University Libraries and Audio-Visual Center.
Purdue Univ., Lafayette, Ind. Audio-Visual Center
Pub Date 73
Note—206p.
EDRS Price MF-$0.75 HC-$10.20
Descriptors—*Administrative Organization, Audiovisual Centers, *Evaluation, Institutional Administration, *Library Planning, *Management, Objectives, Operations Research, Staff Role, *University Libraries
Identifiers—*Library Administration, Purdue University
A management review and analysis was conducted by the staff of the libraries and audio-visual center of Purdue University. Not only were the study team and the eight task forces drawn from all levels of the libraries and audio-visual center staff, but a systematic effort was sustained through inquiries, draft reports and open meetings to involve all staff in the process of identifying problems, analyzing situations, and developing and discussing various recommendations. The study team of seven, appointed by the Director, reviewed the present and projected environment at Purdue and attempted to define the mission within it of the libraries and audio-visual center, as well as to review the scope for the use of performance goals. Task forces were appointed to study specific management functions: planning, budgeting, management information, policy, organization, staff development, personnel, and leadership and supervision. This document contains the study team's overview and the reports and recommendations of the eight task forces. (Author/SL)

ED 088 433 IR 000 261
Vivrette, Lyndon
Learning Center Unlimited.
Cuesta Coll., San Luis Obispo, Calif.
Pub Date 74
Note—14p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Building Design, *Educational Specifications, *Instructional Materials Centers, *Junior College Libraries, *Multimedia Instruction
Identifiers—*Career Planning Center, Cuesta College
Cuesta College's Learning Center is designed to totally support the instructional methods of each instructor, to meet the individual learning and study needs of each student, and to provide cultural and educational resource opportunities to the community. The facility is to be a traditional library, whose total media storage and retrieval capacity does not distort this traditional image or function. A Career Planning Center will be located within the building, so that multi-media career information may be provided to all library patrons. This pamphlet presents the Learning Center's philosophy, capabilities, and general facility specifications, including floor plan. (SL)

ED 088 434 IR 000 262
Egeland, Jan Foreman, Gertrude
Coordination of Two On-Line Information Retrieval Services At the University of Minnesota Bio-Medical Library.
Minnesota Univ., Minneapolis. Univ. Libraries.
Pub Date 73
Note—7p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Information Networks, *Information Retrieval, Information Services, *Information Systems, Medicine, *On Line Systems, University Libraries
Identifiers—Biomedical Communications Network, MEDLARS, MEDLINE, State University of New York, SUNY, University of Minnesota Biomedical Library
The Bio-Medical Library at the University of Minnesota has access to two on-line computer systems: the MEDLINE system (MEDLARS ON-LINE) of the National Library of Medicine and the State University of New York (SUNY) Biomedical Communication Network. MEDLINE consists of two files which provide coverage of the "Index Medicus" from 1970 to the present. The SUNY network offers the same on-line retrieval of "Index Medicus" but also includes off-line retrospective searches from 1964 to date. In addition, the SUNY system has a title scan feature which permits title searching by any specific terms desired to pinpoint information. The MEDLINE system is used unless the subject area of the search is peripheral to clinical medicine, a comprehensive search prior to 1970 is needed, or a very specific term is required. In these cases or when the MEDLINE system is not available, the SUNY system is used. (JG)

ED 088 435 IR 000 265
Williamson, Rick P.
A Critical Look At South Dakota Cable TV Franchising.
South Dakota Univ., Vermillion. State-Wide Educational Services.
Pub Date Aug 73
Note—45p.
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*Cable Television, Certification, Community Planning, Community Programs, Community Services, Government Role, Rural Areas, State Programs, *State Surveys, *Statewide Planning, *Telecommunication
Identifiers—CATV, *South Dakota
An examination of the present status and future potential of cable television (CATV) in South Dakota is conducted. Chapter 1 offers a brief introduction to cable in the State and Chapter 2 discusses the value of CATV to South Dakota. The next Chapter presents a State plan for communications and the fourth deals with the subject of franchising. The final chapter reviews some of the major efforts being undertaken in the State to control and utilize cable television. Major topics discussed throughout the study include: local, State and Federal Communications Commission regulations, technical requirements, the development of cable networks, the public's right to both access and privacy, and community participation in cable services and regulation. (PB)

ED 088 436 IR 000 266
Branson, Robert K. And Others
Analysis and Assessment of the State of the Art In Instructional Technology. Final Report: Task I.
Army Training and Doctrine Command, Fort Monroe, Va.
Pub Date 73
Note—73p.; Prepared by Florida State University under contract with the U.S. Army Combat Arms Training Board
EDRS Price MF-$0.75 HC-$3.15
Descriptors—Information Dissemination, Instructional Design, *Instructional Systems, *Instructional Technology, Military Training, *State of the Art Reviews, *Technical Education, *Training, Vocational Schools
Identifiers—Army, TRADOC Schools and Training Centers
The state of the art of instructional technology in the Army TRADOC Schools and Training Centers is reviewed. The report: 1) defines instructional technology, 2) describes the current usages of the products and processes associated with instructional technology, 3) assesses the value or potential value of these products, and 4) describes exemplary programs utilizing these products or processes. The conclusions are reached that the atmosphere within the Army training system is conducive to the use of instructional technology, but that management personnel need training in the design and implementation of instructional models and that greater dissemination of successful programs is needed. It is recommended that: 1) personnel be trained to develop training models utilizing technology; 2) middle and upper management personnel be prepared to administer programs; 3) systems for research, development, evaluation and dissemination in the areas of instructional technology and instructional systems be developed; 4) job performance evaluation instruments be built from real world performance objectives; and 5) all instructional approaches used in training programs be examined to determine the proper function of each. (PB)

ED 088 437 IR 000 267
Kieffer, Leigh F. Tennyson, Robert D.
Effects of Concurrent Negative Feedback On Performance of Two Motor Tasks. Working Paper Number Six.
Florida State Univ., Tallahassee. Center for Educational Technology.
Pub Date 15 Apr 73
Note—19p.; Prepublication draft
Journal Cit—Journal of Motor Behavior; v5 n4 p241-48 1973
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Anxiety, Behavioral Science Research, Experiments, *Feedback, Heart Rate, Psychological Studies, *Psychomotor Skills, Secondary School Students
Identifiers—State Anxiety
The effects of stress on state anxiety and heart rate of male high school subjects were investigated. Two psychomotor tasks were used. In the stress condition, subjects received negative feedback about performance; the subjects in the nonstress condition were given rest intervals. Subjects in both conditions showed differing regression lines. The nonstress group maintained the same state anxiety level across the tasks, with increased heart rate occurring as a result of the motor tasks. The stress group increased in state anxiety and heart rate measures. The two groups were significantly different (at the .01 level) on all within-task measures and the stress group performed better on the two motor skill tasks. (Author)

ED 088 438 IR 000 268
Kribs, H. Dewey
New Aptitudes For Adaptive Instruction: A Computer Simulation of a Learning Environment Individualized By Human Information Processes and Reinforcement Contingencies. Working Paper Number Four.
Florida State Univ., Tallahassee. Center for Educational Technology.
Pub Date 15 Aug 73
Note—72p.; Prepublication draft
EDRS Price MF-$0.75 HC-$3.15
Descriptors—Behavioral Science Research, Cognitive Processes, *Computer Assisted Instruction, Individual Characteristics, Individual Differences, *Individualized Instruction, *Information Processing, Instructional Design, Instruc-

tional Systems, Interaction, Learning, Learning Theories, Models, Motivation, Program Descriptions, *Reinforcement, *Simulation

A description is provided of a computer-based simulation of an instructional system which adapts the learning environment to the individual's unique attributes for processing information and for being motivated. The main purposes of the simulation are: 1) to introduce, as attributes for individualizing instruction, information processing variables with their associated reinforcement contingencies; 2) to model the learning environment resulting from the adaptation of instruction based on such attributes; and 3) to specify a computer-based adaptive instructional model which selects treatments dimensioned on the attributes of information processing variables and which provides for the control and monitoring of learning. The simulation is part of an overall effort to apply the results of psychological research to educational needs. Phase one of this effort simulates a learning environment based on knowledge gathered from 1) cognitive psychology and 2) from the experimental analysis of behavior. The second stage will involve a review of the relationship of these two areas and of individual differences useful in adaptive instruction, while the final phase will attempt an empirical evaluation of the simulation. (Author/PB)

ED 088 439 IR 000 269

Rubin, Rhea Joyce

U. S. Prison Library Services And Their Theoretical Bases. Occasional Papers Number 110.

Illinois Univ., Urbana. Graduate School of Library Science.

Pub Date Dec 73

Note—22p.

EDRS Price MF-$0.75 HC-$1.50

Descriptors—*Bibliotherapy, *Correctional Rehabilitation, *Corrective Institutions, Federal Legislation, Historical Reviews, *Institution Libraries, Law Libraries, Library Services, Mental Health, Philosophy, *Prisoners, Problems, Special Libraries, State Legislation, Theories, Trend Analysis

Identifiers—*Prison Libraries

Theories behind the presence and absence of libraries in correctional institutions can be deduced from information on their history, their proponents, and their budgets. Theories range from punitive to religious, humanitarian, educational and legalistic. The therapeutic theory of library access for inmates would further advance library service, but it is as yet unaccepted. The history of prison libraries up to 1950 shows that the punitive, religious, humanitarian and educational theories variously held sway. In the late 1950's and early 1960's, although some encouraging events took place, only three successful library programs were reported; all other projects were in the form of surveys, speeches and plans. More recently, the prison law library has become a hot issue, and it has introduced a new basis for library access to inmates--that of legal right. The basis of library service to prisoners should be changed from legal necessity to rehabilitation. One must refer to the literature of bibliotherapy to find an explanation of how books can be therapeutic and to find suggestions of programs and methods. There are significant projects for correctional institutions that demonstrate that bibliotherapy is one means to a truly rehabilitative phase of correctional library theory. (JB)

ED 088 440 IR 000 270

Sussman, Jody

United States Information Service Libraries. Occasional Papers Number 111.

Illinois Univ., Urbana. Graduate School of Library Science.

Pub Date Dec 73

Note—24p.

EDRS Price MF-$0.75 HC-$1.50

Descriptors—Bibliographies, Budgeting, Developing Nations, Foreign Policy, Historical Reviews, Information Centers, Information Dissemination, Information Seeking, *Information Services, Libraries, Library Material Selection, Library Programs, *National Programs, Organization, Propaganda, *Special Libraries

Identifiers—Binational Centers, Informational Media Guaranty Program, United States Information Agency, *United States Information Service Libraries, USIA, USIS

Since the establishment of the pioneer USIS library in Mexico City in 1942, the nature of The United States Information Service (USIS) libraries has been subject to political disputes. The question of whether or not they should function as propaganda arms or information centers still remains a polemical issue. The USIA became an independent agency of the executive branch of government in 1953. Since then, the number of U.S. Information centers has grown to its present level of 133. Each Center tailors its programs to meet the special needs of its own community. Generally, the Information Center Service maintains four types of programs: 1) libraries or cultural centers for the study of the U.S.; 2) a commercial book program to place more American-written books in bookstores and classrooms; 3) teaching English; and 4) exhibits of American achievement. Moreover, the Centers assist the Informational Media Guaranty Program and Binational Centers around the world. Since 1961, a policy has been made to withdraw funds from Western Europe and to use them in the developing nations. Funds are appropriated each year by Congress. The future of USIS libraries is as uncertain as ever-changing world politics, the availability of funds, and the predispositions of the current administration. (CH)

ED 088 441 IR 000 271

Cater, Douglass

Anatomy of a Government Document: The Cabinet Committee Report on Cable Communications.

Aspen Inst. for Humanistic Studies, Palo Alto, Calif. Program on Communications and Society.

Pub Date 13 Feb 74

Note—14p.

EDRS Price MF-$0.75 HC-$1.50

Descriptors—*Cable Television, Conference Reports, *Economic Factors, Government Publications, *Government Role, Political Issues, *Programing (Broadcast), *Public Policy, Public Television

Identifiers—CATV

Excerpts are presented from comments made by the participants at a seminar held to discuss the Report of the Cabinet Committee on Cable Communications. The report was considered in the following three lights: 1) as a political document which seeks to strike a balance of interests to permit cable television (CATV) to survive in a system heavily determined by legislative and regulatory decisions; 2) as an economic document designed to stimulate interest in an industry requiring heavy capital outlays; and 3) as a visionary document which excites the public's imagination and attracts new entrepreneurs. The comments are clustered around the following foci: 1) an overall assessment of the report; 2) the separation of cable ownership from program control; 3) the regulation of CATV; 4) economic incentives; 5) programing; and 6) steps to be taken. A list of conference participants is appended. (PB)

ED 088 442 IR 000 272

Manuel, Barbara

How To Build A Learning Station: Everything A Teacher Should Know.

Merrimack Education Center, Chelmsford, Mass.

Pub Date Jan 74

Note—30p.

EDRS Price MF-$0.75 HC-$1.85

Descriptors—Annotated Bibliographies, Behavioral Objectives, Elementary Grades, Evaluation Criteria, Grouping (Instructional Purposes), *Individualized Instruction, Information Retrieval, *Instructional Design, Instructional Systems, Instructional Technology, *Learning Laboratories, Learning Processes, Multimedia Instruction, Programed Instruction, Small Group Instruction, Teaching Techniques

Identifiers—*Learning Station

A learning station, as defined in this document, has six components: 1) it is located somewhere in space; 2) it is designed to enable the student to reach a specific objective(s); 3) logical directions are provided for the student; 4) multilevel activities are available; 5) assessment procedures are clearly defined; and 6) a means of recording student progress is included. The document goes on to describe station format, activities, learning atmosphere, lesson plans, and the grouping procedures necessary for its best function. The instruction processes are outlined in connection with behavioral goals, the ways of introducing the station to learners, record keeping, and program evaluation. An example of the instructional design is given to clarify the processes. For the beginning teachers, this information kit includes suggestions for evaluating programed materials and refers to various instructional sources. It lists auto-tutorial equipment and materials and their manufacturers, ERIC documents related to the learning station concept, and other bibliographic materials. (CH)

ED 088 443 IR 000 273

Summary of Activities Reports Of The ERIC Clearinghouse On Library And Information Sciences, 1970, 1971-72, 1972-73.

American Society for Information Science, Washington, D.C.; ERIC Clearinghouse on Library and Information Sciences, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 74

Note—104p.

EDRS Price MF-$0.75 HC-$5.40

Descriptors—Activities, *Annual Reports, Clearinghouses, Information Centers, Information Processing, *Information Science, *Information Services, *Libraries

Identifiers—Educational Resources Information Center, *ERIC Clearinghouse Library Information Sciences

The document contains the three Summary of Activities Reports (1970 through 1973) that the American Society for Information Science submitted to the Office of Education and the National Institute of Education. The performance categories for each report include: 1) document processing; 2) information analysis; 3) services; 4) promotional activities; 5) publicity and public relations, and other special activities. The section on document processing describes acquisition and selection procedures, and analyzes the input to "Research in Education" and "Current Index to Journals in Education." The section on information analysis lists Clearinghouse publications produced during the contract period, covering extensive papers, bibliographies, and other substantive products. The section on services analyzes the types and sources of requests received by the clearinghouse. The promotional activities, including newsletters, brochures, press releases, and bulletins, are discussed. The section on public relations deals with participation in panels, ERIC workshops, and related activities. (CH)

ED 088 444 IR 000 274

Weiler, Daniel

NIE/NCEC Educational Information Dissemination Services and Practitioner Incentives to Utilize Information and R&D Products--A Conference Report.

National Inst. of Education (DHEW), Washington, D.C.

Pub Date 12 Jun 72

Note—10p.

EDRS Price MF-$0.75 HC-$1.50

Descriptors—Conference Reports, *Educational Research, *Information Dissemination, Information Needs, Information Seeking, Information Services, *Information Utilization, *Motivation, *Research Utilization

Identifiers—National Center for Educational Communication, *National Institute of Education, NCEC, NIE, NIE Archives

A summary of the discussions held at the National Institute of Education (NIE) conference on information dissemination and utilization is presented. Four major questions relating to NIE information dissemination activities are raised, followed by a description of some major features of the incentive structure of information utilization. Five program areas whose scope and thrust could be affected by the incentive structure are discussed and 11 possible research questions are brought to the surface. Three approaches to these research questions are considered, and nine examples of experimental projects are reviewed. (PB)

ED 088 445 IR 000 275

Stairs, Susan

Library and Archival Needs for NIE.

National Inst. of Education (DHEW), Washington, D.C.

Pub Date Apr 72

Note—12p.

EDRS Price MF-$0.75 HC-$1.50

Descriptors—*Archives, *Cataloging, Government Libraries, Library Guides, *National Libraries, Program Descriptions, *Research Libraries
Identifiers—*National Institute of Education, National Library of Education, NIE, NIE Archives, NIE Library
Two issues relating to the library resources and services required by the National Institute of Education (NIE) are discussed. The first section of the paper examines the two major alternatives available to NIE for accessing library resources and services, namely: 1) to establish a NIE Reference Branch under the jurisdiction of the Department of Health, Education and Welfare Library, or 2) to create an autonomous NIE Library or a National Library of Education under NIE's jurisdiction. The advantages and disadvantages of each are reviewed. The second section of the paper offers some guidelines for the development of a comprehensive archival system for NIE. Cataloging procedures and staffing requirements are included within the scope of the discussion. (PB)

ED 088 446 IR 000 276
Christiansen, Dorothy Stairs, Susan
The Library of the National Institute of Education: A Proposal (First Draft).
National Inst. of Education (DHEW), Washington, D.C.
Pub Date 23 Jun 72
Note—44p.
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*Archives, Educational Research, *Government Libraries, Information Dissemination, *Information Needs, Information Services, Information Utilization, Library Facilities, Library Guides, *Library Planning, Library Services, National Libraries, *Research Libraries
Identifiers—*National Institute of Education, National Library of Education, NIE, NIE Archives
The information mechanisms required by the National Institute of Education (NIE) are discussed. The first section of the paper treats these mechanisms in general terms, and deals with the three kinds of information considered essential to NIE's research library. The third portion of the proposal considers three alternatives available to NIE--a branch library, an in-house library, and a national library--and concludes that the second of these is more appropriate. Section four presents guidelines for the establishment of an autonomous NIE in-house research library, discussing authorization, reporting procedures, clientele, services, size and scope of the collection, space, staffing, and budget. The final major portion of the paper offers guidelines for the establishment of a NIE archival collection and a brief concluding section discusses some procedures for accessing library and archival services and resources during NIE's interim organization. (PB)

ED 088 447 IR 000 277
Tucker, Marc
Position Paper: Transfer of NCEC To NIE.
National Inst. of Education (DHEW), Washington, D.C.
Pub Date Jun 72
Note—9p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Budgeting, *Federal Programs, *Information Dissemination, *Interagency Cooperation, *Interagency Coordination, *Interagency Planning, Program Descriptions, Program Evaluation
Identifiers—National Center for Educational Communication, *National Institute of Education, NCEC, NIE, NIE Archives
A series of recommendations to the Director of the National Institute of Education (NIE) is presented. In the main, these focus upon effecting compliance with Congressional intent by modifying the existing programs of the National Center for Educational Communication (NCEC) to conform with the mission, functions and program thrust of the NIE. The paper proposes a comprehensive program of research, development, demonstration and service in the area of dissemination and implementation. In addition, recommendations are made concerning the placement of the operating units of NCEC within NIE's organizational structure. Lastly, a budget is proposed for functions which are to be transferred from NCEC to NIE. (Author)

ED 088 448 IR 000 278
Boutwell, Richard C. Tennyson, Robert D.
Concept Learning As Processed By Task Sequence And Memory Support. Working Paper Number Eight.
Florida State Univ., Tallahassee. Center for Educational Technology.
Pub Date 15 Sep 73
Note—16p.; Prepublication draft
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Anxiety, College Students, Educational Research, *Learning Processes, *Memory, Psychological Studies, *Sequential Learning, *Serial Learning, *Task Performance
Identifiers—Memory Support, State Anxiety, Task Sequence
The multivariate effect of task sequence, memory support, and state anxiety was investigated using a nonverbal concept acquisition task. Ninety-five Indian college students were randomly assigned to four treatment conditions resulting from the task sequences of 1) easy-to-hard and 2) hard-to-easy and from memory support versus nonmemory support. Results showed that subjects receiving the easy-to-hard sequence did significantly better on the performance test than did those receiving the hard-to-easy sequence. Also, the memory support treatment groups had significantly fewer errors on the performance test than did the nonmemory support groups. The instructional condition of easy-to-hard sequence plus memory support was the optimal treatment and provided manipulatable variables for applied usage. (Author)

ED 088 449 IR 000 279
Hays, David G.
Textual Organization.
State Univ. of New York, Buffalo.
Pub Date 73
Note—19p.
Available from—David G. Hays, Twin Willows, Wanakah, New York 14075 (free)
Document Not Available from EDRS.
Descriptors—Computational Linguistics, *Computer Programs, Conceptual Schemes, Information Retrieval, *Linguistic Patterns, *Linguistics, Linguistic Theory, *Pattern Recognition, *Structural Linguistics, Theories
Identifiers—Parsing, Pattern Matching, *Textual Organization
Aside from phonological and syntactical structures, text is organized by its dramatis personae, plot, figures, point of view, and theme. These are, respectively, the entities mentioned, the spatial-temporal and causal linkages of events, comparisons and contrasts, propositional attitudes, and correspondence to some pattern. These modes of organization apply to all text, including scientific writing, fiction and conversation. They are not independent, but recursively nested. Programs to determine the organization of text can be constructed by a combination of parsing and pattern matching techniques. The organization of text must be taken into account in information retrieval, humanistic analysis, and psychosocial analysis. (Author)

ED 088 450 IR 000 280
Grassroots Handbook. Citizen Action For Library Support: A Guide.
Maryland Library Association, Baltimore.
Pub Date 73
Note—28p.
Available from—Charmaine S. Yochim, Learning Resources Center, Prince George's Community College, 301 Largo Road, Largo, Maryland 20870 ($.50)
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*Community Action, *Federal Aid, *Federal Legislation, Federal Programs, Guides, Information Networks, Information Sources, Legislators, *Libraries, Organizations (Groups), Political Influences, Revenue Sharing, State Programs
Identifiers—*Maryland Legislative Coalition and Network
This is a handbook designed for use by the Maryland library community to exert influence on behalf of libraries. Indicating the necessity to get federal support to libraries, it gives handy information about organizing for action. A chart of the Maryland legislative coalition and information network with the names and addresses of members is presented. It also lists members of the Maryland congressional delegation (senators and representatives) and tells how to effectively receive their support for library programs and legislation. Writing letters, telegrams, telephone calls, interviews and visits, and home district lobbying are techniques suggested. The handbook also provides brief background information on federal and state programs in Maryland libraries and refers to other sources for more detailed information. (CH)

ED 088 451 IR 000 281
Regional Hearing of National Commission On Libraries And Information Science. Boston, Massachusetts, Wednesday, October 3, 1973. Volume I.
National Commission on Libraries and Information Science, Washington, D. C.
Pub Date 3 Oct 73
Note—389p.; See also IR 000 282 and IR 000 283
EDRS Price MF-$0.75 HC-$18.60
Descriptors—Federal Aid, Federal Legislation, *Federal Programs, Financial Support, *Government Role, Information Centers, *Information Networks, Information Services, Information Systems, Information Utilization, Librarians, Library Cooperation, *Library Networks, Library Services, Local Issues, *National Programs, Opinions, Program Proposals, Revenue Sharing, State Government, Tax Allocation, Technical Assistance, Technology
Identifiers—Hearings, *Natl Commission Libraries Information Science
This document is a transcript of the regional hearing held on the draft of a national library program presented by the National Commission on Libraries and Information Science. Presiding at the hearing were Frederick H. Burkhardt, Chairman, and 12 members of the Commission. The speakers include those considered professionally and technically competent to react to the proposed program. Testimony centers around seven topics: 1) new federal legislation for libraries; 2) inequities in today's system; 3) reasons compelling the government to consider interconnecting the libraries and information centers of the nation according to a national plan; 4) federal investment policy on libraries; 5) responsibilities of the Federal Government toward the development of a national network; 6) state governments' responsibilities toward a national network; and 7) the motivation of a state to belong to the national network. Responding to inquiries from the presiding members, the speakers amplify their written testimony. (CH)

ED 088 452 IR 000 282
National Commission On Libraries And Information Science. Volume II. Oral Testimony.
National Commission on Libraries and Information Science, Washington, D. C.
Pub Date 3 Oct 73
Note—131p.; See also IR 000 281 and IR 000 283
EDRS Price MF-$0.75 HC-$6.60
Descriptors—Federal Aid, Federal Legislation, *Federal Programs, Financial Support, *Government Role, *Information Networks, Information Services, Information Systems, Information Utilization, Librarians, Libraries, Library Cooperation, Library Networks, Library Services, *National Programs, Opinions, Program Proposals, Revenue Sharing, State Government, Tax Allocation, Technical Assistance, Technology
Identifiers—*Natl Commission Libraries Information Science
This document consists of 28 written testimonies submitted to the National Commission on Libraries and Information Science in preparation for the oral hearing of the Commission scheduled October 5, 1973 in Boston. The testimonies were presented in response to the Commission's request to comment on one or more of six topics: 1) new federal legislation for libraries; 2) inequities in today's system; 3) reasons compelling the government to consider interconnecting the libraries and information centers of the nation according to a national plan; 4) federal investment policy on libraries; 5) responsibilities of the Federal Government toward the development of national network; 6) state governments' responsibilities toward a national network; and 7) the motivation of a state to belong to a national network. These written testimonies constitute the basis for the oral testimony found in IR 000 281. (CH)

ED 088 453 IR 000 283

National Commission On Libraries And Information Science. Volume III. Written Testimony.

National Commission on Libraries and Information Science, Washington, D. C.

Pub Date 3 Oct 73

Note—220p.; See also IR 000 281 and IR 000 282

EDRS Price MF-$0.75 HC-$10.20

Descriptors—Federal Aid, Federal Legislation, Federal Programs, Feedback, Financial Support, Government Role, Information Centers, *Information Needs, *Information Networks, Information Services, Information Systems, Information Utilization, Letters (Correspondence), Libraries, Library Cooperation, *Library Networks, Library Programs, *Library Services, Local Issues, National Libraries, *National Programs, Program Proposals, Rural Areas, Technology

Identifiers—Library of Congress, *Natl Commission Libraries Information Science

This is a collection of 69 letters sent to the National Commission on Libraries and Information Science in response to the Commission's request for comments on one or more of the following six topics: 1) national networking of libraries; 2) priorities for library service; 3) criteria for designation of proposed national and regional resource centers; 4) means and methods of providing service in sparsely populated areas; 5) utilization of new technology; and 6) the role of the Library of Congress. The writers include librarians, doctors, Congressional representatives, lawyers, scientists, school administration, and private citizens from the New England region. (Some of the letters are handwritten). (CH)

ED 088 454 IR 000 284

Guidelines for ISDS.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No—SC-WS-538

Pub Date May 73

Note—71p.

EDRS Price MF-$0.75 HC-$3.15

Descriptors—*Automatic Indexing, Cataloging, Data Bases, *Documentation, *Guidelines, *Information Networks, Information Processing, International Programs, Program Descriptions, *Serials

Identifiers—*International Serials Data System, International Standard Serial Number, ISDS, ISSN, UNISIST

As established within the framework of the UNISIST world science information system, the International Serials Data System (ISDS) is an international network of operational national and regional centers, jointly responsible for the creation and maintenance of computer based data banks, which contain essential information for the identification of serials. The aim of ISDS is to provide a reliable registry of world serial publications, covering the full range of recorded knowledge. It is responsible for assigning to each serial, published under a given title, a unique numeric code identifier, the International Standard Serial Number (ISSN). In addition, ISDS has responsibility for making its data banks available to all participating countries, organizations or individual users. The purpose of this document is to set out policies, practices and procedures for the effective operation of ISDS. Guidelines cover organizational structure, operational policies such as definition of serials, file building and dissemination, and ISDS record structure: content and interchange specifications. (Author/SL)

ED 088 455 IR 000 286

Samuelson, K. And Others

Global and Long-Distance Decision-Making, Environmental Issues and Network Potentials.

International Federation for Documentation, The Hague (Netherlands).; Royal Inst. of Tech., Stockholm (Sweden). Dept. of Information Processing - Computer Science.

Report No—FID-493; TRITA-IBADB-5003

Pub Date 73

Note—84p.

EDRS Price MF-$0.75 HC-$4.20

Descriptors—*Conference Reports, *Decision Making, *Ecology, *Information Networks, Information Processing, Information Systems, International Programs, *World Problems

Identifiers—International Road Research Documentation System, IRRD

FID/TM, an international group concerned with theory and methods of systems cybernetics and information networks, held a panel session at the 34th Annual American Society for Information Science (ASIS) Meeting in November 1971. This report contains the seven papers presented by that panel, concerning issues in global decision-making and the role therein of information networks: "Global Decision-Making, Information Networks and Environmental Quality" by K. Samuelson, "The Nature of Networks" by Harold Borko, "Global and Long-Distance Decision-Making, Problems Regarding Multi-Disciplinarity and Screening" by B. V. Tell, "Global Decision Making Issues-Potentials" by Peter Nador, "-Visualizing the Information for Better Decision Making" by Roger Dubon, "The International Road Research Information Network" by P. E. Irick and P. E. Mongar, and "Information Networks-Some Observations on Possible Functions and Structure" by H. F. Dammers. (SL)

ED 088 456 IR 000 287

Project Aurora; An Experiment in Expanding Library Awareness, July 1970 to June 1972. Final Report.

Elyria Public Library, Ohio.; Ohio Library Foundation, Columbus.

Spons Agency—Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.; Ohio State Library, Columbus.

Pub Date 73

Note—104p.

EDRS Price MF-$0.75 HC-$5.40

Descriptors—Changing Attitudes, *Home Visits, Information Needs, *Library Extension, *Nonprofessional Personnel, Program Costs, *Program Evaluation, *Public Libraries, Questionnaires, Tables (Data), Training Techniques

Identifiers—Ohio, *Project Aurora

With Project Aurora, the Elyria, Ohio, Public Library tested an alternative form of library extension, as possibly more effective and economical than a branch or bookmobile. Between July 1970 and June 1972, four nonprofessional library representatives made monthly visits to homes, to provide books, to stimulate interest in the library, and to discover local needs. The representatives completed a six-week training course in library services and collections and in visitor techniques. Using the social work caseload approach, each visitor was assigned about 250 families, who had agreed to participate in the Project. The target families represented a socio-economic cross-section of the community, and included both library users and non-users. Toward the end of the project, a questionnaire was distributed to the patron families. It was found that the personal caseload service often stimulated interest in reading, but not necessarily in library use. A need for library service was established for a previously unserved group--the "functionally homebound" who, while not handicapped, are kept from the library by lack of transportation or family responsibilities. But the caseload approach proved to be a prohibitively expensive technique for library extension. (SL)

ED 088 457 IR 000 288

Vickers, Mary Lynn

Regional Reference Survey Report.

Southern Connecticut Library Council, North Branford.

Pub Date Jul 73

Note—41p.

EDRS Price MF-$0.75 HC-$1.85

Descriptors—Facility Utilization Research, *Library Reference Services, Library Research, *Library Surveys, *Public Libraries, *Statistical Surveys, *Use Studies

Identifiers—Connecticut

This reference use survey conducted by the Reference Committee of the Southern Connecticut Council in 1972 was undertaken to determine the present pattern of reference use and to assist in future planning. Some of the characteristics of the 18 public libraries participating in the survey include a media per capita expenditure of $4.65 in 1971, a 2.4 volume per capita average, an average per capita circulation of 6.1 in 1971, an average main building age of over 50 years and an average of 58 open hours per week. The major findings were that non-resident use of reference services ranged from 1.4 to 49.1%, that students and teachers comprise 50.8% of the reference clientele, that in-person reference use was 76% and telephone inquiries 23% of the total and that Monday afternoon was the busiest time of the week. The majority of inquiries were subject searches and ready reference questions with the most popular areas being history and biography. The card catalog and the non-fiction circulating collection were found to be the most heavily used materials. Based on these findings, the report recommended the establishment of a back-up reference service during the busiest hours and compensation for those libraries serving a large proportion of non-users. (JG)

ED 088 458 IR 000 289

Stephenson, Richard W., Ed.

Federal Government Map Collecting; A Brief History.

Special Libraries Association, Washington, D.C. Washington Chapter.

Report No—SLA-2

Pub Date 69

Note—70p.

Available from—Special Libraries Association, Washington, D.C. Chapter, P.O. Box 287, Benjamin Franklin Station, Washington, D.C. 20044 ($3.00)

Document Not Available from EDRS.

Descriptors—Archives, Depository Libraries, *Federal Government, *Government Libraries, History, *Library Collections, *Maps, National Libraries, Special Libraries, Speeches

Identifiers—Army Map Service, Cartography, Library of Congress, National Archives

The text of four papers originally presented at a 1968 meeting of the Geography and Map Group, Washington Chapter, Special Libraries Association is printed in this booklet. Each of the papers deals with the origins and growth of Federal map collections. The first of these, "History of the Army Map Service Map Collection" by Mary Murphy, traces the history and personalities of the Army Map Service from World War I to 1968. "Congress' First Map Collection" by Richard W. Stephenson gives the early history of the Library of Congress map collection and discusses some of the items in the collection which were later destroyed. The third paper is titled "Early Years in the Map Division, Library of Congress" by Clara E. Le Gear. It describes the map department which was established in 1897 and the administration of Philip Lee Phillips who was the superintendent for 27 years and had a great impact on the development of the department. The final paper "The National Archives of the United States: A Repository of the Official Records of the History of American Cartography" by Herman R. Friis presents a brief description of the nature, operations and some of the holdings of the Cartographic Branch of the National Archives. (JG)

ED 088 459 IR 000 290

Swanson, Rowena Weiss

System Analysis + Work Study = Library Accountability.

Southeast Metropolitan Board of Cooperative Services, Denver, Colo.

Report No—SEMBCS-OR-1

Pub Date Jan 74

Note—66p.

Available from—Southeast Metropolitan Board of Cooperative Services, 2450 South Wabash Avenue, Denver, Colorado 80231 ($2.00)

EDRS Price MF-$0.75 HC-$3.15

Descriptors—*Evaluation Methods, *Libraries, *Management Systems, Performance Criteria, *School Libraries, *Systems Analysis, Systems Approach, Systems Concepts, Task Analysis

This report relates principles of system analysis and work study techniques to library activities in order to aid librarians in their assessment of library work. The meaning and methods of system analysis and work study are explored and the system concepts of organization purpose, work goals and performance objectives are defined and applied to libraries. The subdivision of work into components suitable for measurement and procedures for collecting work performance data are explained. The use of work-study techniques is demonstrated in an examination of two types of school library activity: instructional support of education programs and information services to school personnel. Task sequences for these activities are presented with forms and procedural suggestions for recording performance data and cumulating statistics on them. (Author/JG)

ED 088 460 IR 000 291
Shaffer, Dale E.
A Library of 1,500 Free Pamphlets (Titles and Sources For Every Librarian and Teacher).
Pub Date 74
Note—69p.
Available from—Dale E. Shaffer, Library Consultant, 437 Jennings Avenue, Salem, Ohio 44460 ($3.95)
Document Not Available from EDRS.
Descriptors—*Bibliographies, Elementary Grades, Instructional Materials, Librarians, *Library Materials, *Pamphlets, Resource Guides, School Libraries, Secondary Grades, Teachers
Identifiers—*Free and Inexpensive Materials
Three hundred and sixty-six subject areas are included in this selected bibliography of titles of free pamphlets. The booklet was prepared to help librarians, teachers and schools obtain free materials for educational purposes. Some of the broad topics which are covered are health, foreign countries, the environment and various industries. The entries are arranged alphabetically by major subject area. The titles, ordering sources and number of pages of the pamphlets are given. An alphabetical list of sources with addresses is at the back of the booklet. There are no annotations or dates included for any of the entries. (JG)

ED 088 461 IR 000 292
McCullough, Kathleen
Evaluation of An Approval Plan: Vendor and Publisher Performance.
Purdue Univ., Lafayette, Ind. Univ. Libraries.
Pub Date Jan 74
Note—15p.; Paper presented at American Library Association Midwinter Meeting, Technical Services Division (Chicago, Illinois, January 1974)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Evaluation, *Library Acquisition, Library Research, *Publishing Industry, University Libraries
Identifiers—*Approval Plans, Purdue University Libraries
A study was done at the Purdue University Libraries to identify publishers of interest to Purdue, to characterize the subject areas by type of publisher after library selection, and to evaluate the performance of commercial and university presses. The majority of the document consists of tabular compilations of the data collected in the study. The first table ranks 184 publishers who furnished Purdue with four or more books in a six month period according to the total number of books received (categorized as approval plan books, books ordered by departments, and additional copies of approval plan books ordered). Table II shows the subject areas of the books catalogued during a six month period which were received from either commercial or university publishers. Tables III and IV compare the totals of books received with the claims made, the claimed books received and the claiming time for commercial and university publishers. (JG)

ED 088 462 IR 000 293
Anderla, Georges
Information In 1985; A Forecasting Study of Information Needs and Resources.
Organisation for Economic Cooperation and Development, Paris (France).
Pub Date 73
Note—129p.
Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 ($3.75)
EDRS Price MF-$0.75 HC Not Available from EDRS.
Descriptors—*Automation, Electronic Data Processing, *Futures (of Society), Information Dissemination, Information Processing, *Information Science, International Organizations, *Policy Formation, Scientific Manpower
Identifiers—*Information Explosion
As a part of the program of the Organization for Economic Cooperation and Development (OECD) Information Policy Group, this report is intended to contribute to discussions of policy formulation in the field of information. The author presents a quantitative retrospect of the group of scientific literature and forecasts the future growth of the literature by extrapolation. A scenario technique based on Delphi surveys is used to predict automation in the knowledge transfer process. The morphology of the growth of information is examined, and a general diagnosis and recommendations are offered. In the author's opinion, the problems of information transfer have been largely underestimated. He predicts a great technological innovation and revolutionary change from 1980-90 will have a profound impact on society and insists upon an immediate effort to set objectives and priorities. He recommends and provides guidelines for setting up international machinery for monitoring and assessment and an Institute for Information Science and Technology for training purposes. The OECD is encouraged to take the lead in the formulation of policies, survey research, and technological coordination. (JG)

ED 088 463 IR 000 294
Automated Information Management In Public Administration; Present Developments and Impacts. Part I; Conclusions by the Data Bank Panel. Part II; Automated Information Management in Public Administration; Present Developments and Impact (by Klaus Lenk).
Organisation for Economic Cooperation and Development, Paris (France).
Report No—OECD-IS-4
Pub Date 73
Note—119p.; OECD Informatics Studies Number Four
Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 ($4.00)
EDRS Price MF-$0.75 HC Not Available from EDRS.
Descriptors—*Administration, *Automation, *Data Bases, Electronic Data Processing, *Government (Administrative Body), *Information Processing, International Organizations
Identifiers—Belgium, Denmark, Germany, Norway, Sweden
This report by the Computer Utilization Group which was set up in 1960 by the Organization for Economic Cooperation and Development (OECD) consists of two parts: 1) a brief statement of conclusions, recommendations and suggestions for research by the data bank panel and a list of the panel members and 2) the background report prepared by Klaus Lenk, Consultant to OECD which makes up the majority of the report. Mr. Lenk discusses the present state of automation in government and explores the concepts of data banks and public administration. He analyzes some models of automation in public administration and summarizes recent developments in Sweden, Norway, Denmark, Belgium, and Germany. The organizational and economic conditions which facilitate success are also explored. A final section outlines some possible impacts of advanced automation on the structure and functions of public administration such as centralization and decentralization, power shifts, the quality of service and social consequences. (JG)

ED 088 464 IR 000 295
Warner, Edward S. And Others
Information Needs of Urban Residents. Final Report.
Regional Planning Council, Baltimore, Md.; Westat Research, Inc., Rockville, Md.
Spons Agency—Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.
Pub Date Dec 73
Contract—OEC-0-71-4555
Note—293p.
EDRS Price MF-$0.75 HC-$13.80
Descriptors—City Problems, Community Surveys, Conceptual Schemes, *Information Needs, *Information Seeking, Information Utilization, Library Research, Library Services, Low Income Groups, Questionnaires, *Research Design, *Research Methodology, Urban Areas, *Urban Population
An overview of relevant literature reveals that residents in urban areas apparently have a multitude of nonoccupational information needs which are not being satisfied within the constraints of existing information resources and systems. A conceptual framework was drawn, focusing on four basic components--urban residents, their needs, sources of information, and solutions--and linkages or interactions among them. The Baltimore Urbanized Area was chosen for the investigation, and extensive exploratory work was undertaken towards the end of obtaining data. A survey instrument was developed and pre-tested, then was utilized in gathering data from a cross-sectional random sample of residents. The great quantity of data elicited were analyzed in terms of information needs, information-seeking strategies (behavior), and search outcomes. In a final exploratory testing phase an attempt was made to develop a methodology for assessing the capability of library and information agencies to deal with the problems/questions identified by residents in the earlier survey phase. (Author)

ED 088 465 IR 000 297
Barber, Thomas K. Sokolow, Sonya
Computer-Assisted Instruction In Dental Diagnosis; A Systematic Product Development.
California Univ., Los Angeles. School of Dentistry.
Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Div. of Dental Health.
Pub Date Jun 72
Note—118p.; some pages may not reproduce clearly
EDRS Price MF-$0.75 HC-$5.40
Descriptors—*Computer Assisted Instruction, Curriculum Development, *Dentistry, Dentists, Educational Research, *Health Occupations Education, Instructional Design, *Instructional Materials, *Material Development, Multimedia Instruction, Program Evaluation, Student Attitudes
Identifiers—IBM 360 50 Computer, PILOT Author Language
A developmental project created and field tested a computer-assisted instructional (CAI) unit in dental diagnosis. The main objectives were to determine 1) if, after having received CAI, the dental student could determine whether a patient had a clinical need for space management and 2) if the dental student's attitude toward CAI and space management remained favorable. Senior dental students and dentists already in practice took cognitive and affective pretests and then received the CAI product in which pediatric space management cases were presented via various media. A typewriter terminal connected to an IBM 360/50 computer provided control of the instructional sequence and immediate corrective feedback to the subjects' typewritten diagnoses. The computer program was written in the PILOT author language. Posttest results indicated that both objectives were successfully achieved, for the subjects met the minimal standards for diagnosis and their attitudes remained as positive as they were at the beginning of the project. (Author/PB)

ED 088 466 IR 000 299
Beard, Marian H. And Others
Comparison Of Student Performance And Attitude Under Three Lesson-Selection Strategies In Computer-Assisted Instruction.
Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.
Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.
Report No—SU-IMSSS-TR-222
Pub Date 31 Dec 73
Note—75p.; Psychology and Education Series
EDRS Price MF-$0.75 HC-$4.20
Descriptors—*Academic Achievement, *Computer Assisted Instruction, Computer Science Education, Educational Research, Higher Education, Programing, *Student Attitudes, Student Centered Curriculum
Identifiers—Instructional Control Strategy, Learner Control, *Lesson Selection Strategies
A research study investigated the effects on student performance and attitude of three different strategies for selecting lessons in a course in computer programing presented by computer. Sixty college students were randomly assigned to the strategies of student selection of lessons, program selection in the light of the student's past performance, and forced selection independent of the student's history. Several aptitude, performance, and attitude measures were applied, and no significant inter-group differences were found. These findings run counter to the common belief that students who control their course of study perform better and have more positive attitudes. The possibility exists that the particular computer programing course used in the experiment, since it was essentially linear in nature, did not lend itself to student control and that this tended to obscure differences which otherwise would have been manifested. To test this

hypothesis, an additional experiment involving a nonlinear instructionaliexperimental environment is being planned. (Author/PB)

ED 088 467 IR 000 300
Brickell, Henry M. Wong, Susan
Conference Report; Dissemination of NIE-Sponsored Products.
Institute for Educational Development, New York, N.Y.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date Sep 73
Contract—NE-C-00-4-0003
Note—39p.
EDRS Price MF-$0.75 HC-$1.85
Descriptors—Clearinghouses, Conference Reports, *Copyrights, Educational Development, Educational Research, Evaluation, *Information Dissemination, *Information Utilization, Marketing, Policy Formation, *Research Utilization, *Use Studies
Identifiers—National Institute of Education, NIE, NIE National Council, NIE Planning and Policy Analysis Unit, Royalties
A summary of a two-day conference held in September, 1973 is presented. The meeting was convened by the Planning and Policy Analysis Unit of the National Institute of Education (NIE); its purpose was to bring NIE staff together with developers, publishers, attorneys, and educators to develop input for a position paper on dissemination and copyright policies which the NIE staff was preparing for its National Council. The agenda included the following topics: 1) copyright models; 2) copyright policies; 3) effective use of materials; 4) educating users; 5) developers as distributors; 6) distributors as developers; 7) special products; 8) clearinghouse functions; 9) evaluation, review, and revision; and 10) royalties. The conference report first presents a conceptual framework for the related tasks of research, development, evaluation, demonstration, distribution, and implementation and then articulates seven principles upon which dissemination and copyright policy can be based. A total of 63 applications based on these principles and designed to produce more effective widespread use of NIE-sponsored products concludes the report. (PB)

ED 088 468 IR 000 301
Forsythe, Charles Cardellino, Earl
Cable Television and Education: A Position Paper. Based On the Proceedings of the Pennsylvania Learning Resources Association Sponsored CATV and Education Conference, Seven Springs Mountain Resort, Champion, Pa., May 11-12, 1973.
Pennsylvania Learning Resources Association.
Pub Date Jan 74
Note—12p.
Available from—Pennsylvania Learning Resources Association, Mr. Charles G. Forsythe, Harvey House, 1525 Ligonier Street, Latrobe, Pennsylvania 15650
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Cable Television, Computer Programs, Conference Reports, *Educational Resources, *Educational Technology, *Educational Television, Elementary Grades, Instructional Technology, *Instructional Television, Secondary Grades, Telecommunication
Identifiers—Cable Television Channels, CATV, *Pennsylvania, Pennsylvania Department of Education
Cable television (CATV) has often been put to educational uses too quickly, too comprehensively, too superficially, and for the wrong reasons. In Pennsylvania, as in other states, there is a need for a systematic approach to coordinating CATV with other educational resources. The Pennsylvania Department of Education can promote the more effective use of cable by: 1) identifying the educational needs which can be served by CATV; 2) maintaining current information on available cable facilities; 3) designing a plan to provide cable channels to education; 4) encouraging the development of educational programing; 5) providing evaluation services for cable-related activities; and 6) fostering research on new uses of CATV. Cable's technology is powerful and its potential great, but educators must begin to make use of this promise or cable's channels will be given over to other purposes. In order to actualize this potential, educators will have to develop subject matter programs, have their schools wired for cable, explore cost-sharing and facility-sharing options, and confine their requests to realistic programs. (PB)

ED 088 469 IR 000 302
Phillips, Jack Utz, Peter
Single Concept Videotapes Which Streamline Learning While Saving Dollars.
City Univ. of New York, Brooklyn, N.Y. Kingsborough Community Coll.
Pub Date 8 Nov 73
Note—40p.; Paper presented at the New York State Educational Communications Annual Convocation (26th, Grossinger's, N.Y., November 6-9, 1973)
EDRS Price MF-$0.75 HC-$1.85
Descriptors—Algebra, Audiovisual Instruction, *Autoinstructional Aids, Behavioral Objectives, College Mathematics, Community Colleges, Cost Effectiveness, Feedback, Independent Study, Individual Instruction, Individualized Programs, Junior Colleges, *Mathematics Instruction, Multimedia Instruction, Program Descriptions, *Remedial Mathematics, Self Pacing Machines, *Single Concept Films, Video Cassette Systems, *Video Tape Recordings
Identifiers—Mini Tests, Project SCIMP, *Single Concept Introductory Mathematics Project, Single Concept Videotapes
The Single Concept Introductory Mathematics Project (SCIMP) offered an individualized, self-paced, media-oriented approach to remedial algebra at the community college level. Seventy-one behavioral objectives were identified and videotapes and worksheets prepared for each; mini-tests were given after each lesson and a final exam administered at the conclusion of the course. Students checked the skills required in each lesson and then elected either immediately to "test out" of the objective or to seek instruction before testing; this latter alternative involved the options of studying worksheets, viewing videotapes, or interacting with tutors or the instructor. SCIMP was regarded as successful; completion rates were 50% higher than in traditional courses, learning was 11% to 18% higher. There was more efficient use of teacher time and students enjoyed the course. Since all students had to acquire to criterion each of the same skills and concepts, there was homogeneity of output; the feedback provided by the mini-tests led to early diagnosis and remediation of problems and frequent testing also aided retention. Finally, the modular organization of the course also facilitated both student grasp of specific concepts and easy modification of the instructional program. (PB)

ED 088 470 IR 000 303
Cable: Report to the President, 1974.
Office of Telecommunications Policy, Washington, D.C.
Pub Date 74
Note—112p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 4000-00304, $1.50)
EDRS Price MF-$0.75 HC-$5.40
Descriptors—*Cable Television, Communications, Government Role, Information Networks, *Mass Media, *National Programs, National Surveys, Planning, *Policy, *Policy Formation, Programing (Broadcast), Telecommunication
Identifiers—*Cabinet Committee on Cable Communications, Federal Regulation, Franchising
A comprehensive, new national policy for cable communications is recommended by the Cabinet Committee on Cable Communications. The goal of the policy is to achieve the orderly integration of cable with other existing communications media so that information may flow freely, protected from both private and governmental barriers. The first two chapters examine, respectively, the need for developing a new cable communications policy and cable as a medium open to all. Chapter III presents a series of 12 long-range policy recommendations which deal with: 1) the industrial structure, ownership and control of cable distribution facilities and programing; 2) the institutional and jurisdictional framework for cable regulation; and 3) consumer rights, responsibilities and safeguards with respect to cable. Chapter IV treats the transition period of cable's development, Chapter V describes a demonstration program, and Chapter VI provides a summary outline of policy recommendations. An appendix presents the current regulatory framework. (PB)

ED 088 471 IR 000 304
Woods, John L.
A Film Unit Designed Especially For Developing Countries.
Missouri Univ., Columbia.
Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.
Pub Date 70
Note—8p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Agricultural Education, Costs, *Developing Nations, Extension Education, *Film Production, Film Production Specialists, Films, Instructional Films, *Manpower Development, Program Descriptions, Program Development, Rural Development, *Rural Extension, Single Concept Films
Identifiers—Agency for International Development, AID, *Malawi
An Agency for International Development (AID) project established an educational film production unit in Malawi. The project was designed to deliver extension services and information from the Ministry of Agriculture to rural farmers and had to: 1) produce films which meet the needs of villagers; 2) keep costs to an absolute minimum; and 3) fully train a Malawian staff within two years. The project borrowed its major ideas from television news cinematography, shooting only color film with single system optical sound equipment. The basic production steps of preparing scripts, shooting and processing originals, editing, making release prints, and distributing copies were followed. Short single concept films were shot on location to educate and entertain villagers and to demonstrate improved agricultural methods. The project was successful, for costs were kept to less than $27 a minute (excluding labor), the films were shown to one-third of the country's population each year, and a Malawian staff took over the operation of the film unit after 18 months. (Author/PB)

ED 088 472 IR 000 305
Zaslavsky, Gerald
Lights! Cameras! Action.....Filmmaking For The Junior High School, Grades 7 - 9. An Annotated Bibliography and Filmography.
New York Univ., N.Y. Elmer Holmes Bobst Library.
Pub Date May 73
Note—39p.
EDRS Price MF-$0.75 HC-$1.85
Descriptors—Animation, *Annotated Bibliographies, Careers, Documentaries, Editing, *Film Production, *Films, *Film Study, *Junior High Schools, Photography, Playwriting, Production Techniques, Special Effects, Television
Identifiers—Cinematography, Filmography
The first section of the paper provides a brief introduction to filmmaking, designed to give teachers and students an overview of what is involved in making a film. Topics discussed include types of films, production roles, techniques of filming, audience impact and plots; a procedural flowchart is also given. Following this, an extensive annotated bibliography of works of interest to those involved in filmmaking at the junior high school level is presented. The major divisions of the bibliography list books, periodicals, and nonprint media which deal with such topics as filmmaking and production, animation, cinematography, documentaries, editing, scripting, special effects, student-made films, television as a film form, and film careers. The majority of the citations are of recent vintage, although a few date back as far as the early 1920s. Lists of places to visit and organizations which are potential sources of further information are also included. (PB)

ED 088 473 IR 000 306
Murai, Shinnichi
GUIDE-0: An Experimental Information System.
Illinois Univ., Urbana. Dept. of Computer Science.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—UIUCDCS-R-73-587
Pub Date Aug 73
Note—103p.; Master of Science Thesis submitted to the Graduate College of the University of Illinois
EDRS Price MF-$0.75 HC-$5.40

Descriptors—*Computer Assisted Instruction, Computer Oriented Programs, *Computer Science Education, Data Bases, Higher Education, *Information Retrieval, *Information Systems, Interaction, Man Machine Systems, Masters Theses
Identifiers—*GUIDE 0, PLATO IV
A description is provided of GUIDE-0, an experimental information system. The system serves as a bibliographic aid for students who are taking introductory computer science courses whose material is at least partially implemented via PLATO-IV lessons. Following a brief introduction to the system in Chapter I, the second Chapter describes the functions of GUIDE-0, including the search for and display of lessons, display lesson descriptors, display course outline and display course student record. Chapter III treats the system's data base, dealing with its lesson catalog, course record, and the implementation of the data base. Chapter IV covers GUIDE-0's modules, describing its 1) instruction decoder and controllers, 2) lexical analyzer for search prescription, 3) syntax and semantic analyzer of search prescription, 4) search range vector calculator, 5) sequential search module, 6) binary search module, 7) message editors, and 8) miscellaneous modules. The final chapter provides a functional specification of the data base editor, reviewing in turn the lesson catalog and course record editors. (PB)

ED 088 474 IR 000 307
Fitzhugh, Robert J.
A General-Purpose Time-Sharing System For a Small- Or Medium-Scale Computer.
Pittsburgh Univ., Pa. Learning Research and Development Center.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—PU-LRDC-1973-23
Pub Date Nov 73
Note—23p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Computer Oriented Programs, *Computers, *Computer Science, Program Descriptions, *Time Sharing
Identifiers—Batch Processing, ETSS, *Experimental Time Sharing System, Memory Management, Task Scheduling
An overview is provided of the Experimental Time-Sharing System (ETSS). Few manufacturers of small-scale and medium-scale computers offer operating systems capable of supporting both terminal-oriented time-sharing and multiprogramed batch processing. ETSS was developed to demonstrate that a powerful, general purpose operating system of this type is feasible on a smaller computer and that it can provide highly flexible and cost-effective computer services. Developed for an educational application, the system can be tailored to meet a wide range of application requirements and can support a mix of terminal-oriented, time-sharing, fast response process control and one or more batch streams. Described in this paper are the organization of the operating system and its major components, with detailed attention being given to task scheduling and memory management. (Author)

ED 088 475 IR 000 308
Smith, Barry D. Cooper, Mildred P.
Instructional Television Program. An Evaluation.
District of Columbia Public Schools, Washington, D.C. Model School Div.
Spons Agency—Eugene and Agnes E. Meyer Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Pub Date 74
Note—102p.
EDRS Price MF-$0.75 HC-$5.40
Descriptors—*Communication (Thought Transfer), Demonstration Programs, Educational Innovation, Elementary Grades, *Inservice Teacher Education, *Instructional Improvement, Instructional Innovation, *Instructional Television, Interschool Communication, Microteaching, Motivation, Program Evaluation, *School Community Relationship, Secondary Grades
Identifiers—*Instructional Television Program, ITV
An evaluation of the Instructional Television (ITV) Program was conducted to measure the success of the project. The program was designed to upgrade teacher competencies and student learning by using ITV: 1) as a tool for classroom instruction and teacher inservice training; 2) as a means of extending the curriculum and motivating students; 3) to develop communications within schools and between communities and schools; and 4) as an avenue to other educational innovations. Questionnaires, interviews with educators involved in the project, and evaluations made by outside consultants all indicated that the project was successful. Teacher workshops, using ITV and microteaching techniques, upgraded teacher skills; in addition, curriculum and instructional programs were enriched, school-community relations were improved, and school personnel developed positive attitudes toward ITV. Problems were encountered in the area of ITV to improve teacher-administrator communication. It was recommended that the program be extended on a trial basis for up to two years, at which time a decision on long-term continuation will be made. (Author/PB)

ED 088 476 IR 000 309
Fitzhugh, Robert J.
Laboratory Control With A Medium-Scale Time-Sharing System.
Pittsburgh Univ., Pa. Learning Research and Development Center.
Spons Agency—National Science Foundation, Washington, D.C.
Report No—PU-LRDC-1973-25
Pub Date Oct 73
Note—23p.; Paper presented at the Annual Meeting of the National Conference on the Use of On-Line Computers in Psychology (3rd, St. Louis, Missouri, October, 1973)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Behavioral Science Research, *Computer Based Laboratories, Computer Programs, *Computers, *Computer Science, Costs, Input Output, *On Line Systems, Program Descriptions, *Time Sharing
Identifiers—ETSS, *Experimental Time Sharing System, Interfacing, Memory Management, Multi Language Computer Systems, Task Scheduling
A description is provided of the Experimental Time-Sharing System (ETSS), a multi-language, general-purpose time-sharing system designed to support a wide range of computing applications. Included among these are the control of an on-line behavioral research laboratory. Major topics discussed in the report are: 1) the system's hardware configuration; 2) the operating system software; 3) interfacing and the control of laboratory devices; 4) the ETSS input/output command structure; 5) the initiation and timing of multiple input/output processes; 6) task scheduling and memory management; and 7) overall system performance and cost. (PB)

ED 088 477 IR 000 310
Bennett, Ann Brown, Carol L.
Texas Information Service Educational Information Consultant Training Manual.
Texas Information Service, Austin.
Pub Date 74
Note—165p.
EDRS Price MF-$0.75 HC-$7.80
Descriptors—*Information Scientists, *Information Services, *Information Systems, *Manuals, *Professional Training
Identifiers—Educational Information Consultants, Educational Resources Information Center, EIC, ERIC, Texas Information Service, TIS
Three separate modules comprise this manual which is designed to train Texas Information Service/Educational Information Consultants. The first module focuses upon the Texas Information Service (TIS) project, the second upon the role of the Educational Information Consultant (EIC), and the third upon the Educational Resources Information Center (ERIC) system. Each module first specifies competencies and objectives and then provides background readings, materials and suggested activities. The modules may be used in the sequence presented, in a different order, or independently, depending upon the individual context. In addition, particular activities and materials may be extracted from the overall modules and employed for specific purposes. (Author)

ED 088 478 IR 000 311
Fisk, George Nehmadi, David
Management Research Center Report To The External Degree Planning Consortium Of The Policy Institute, SURC On Identification Of Learning Materials.
Syracuse Univ., N. Y. School of Management.
Pub Date Jan 72
Note—43p.
EDRS Price MF-$0.75 HC-$1.85
Descriptors—Educational Resources, *External Degree Programs, Higher Education, Information Retrieval, Information Services, *Information Storage, Information Systems, *Instructional Materials, Instructional Media, Management Development, *Management Education, *Media Selection, Program Descriptions
Identifiers—McBee Keysort Card File, Syracuse University
A system has been developed to identify, locate and evaluate learning materials for use in an external degree program in management at Syracuse University. It consists of five elements, each of which is a set of physical objects or documents: the interaction of these sets transforms the demand for learning materials into an output of retrieved information. These elements are: 1) a Vendor Address Card File; 2) a Vertical File of Current Catalogs, which identifies materials; 3) a McBee Keysort Card File, used to select materials by subject area; 4) the McBee Keysort Card File and Evaluation Forms, employed to recommend materials for acquisition; and 5) the Acquired Materials File and Materials Recommended for Purchase or Rental. In the course of developing the system, it was found that the available materials had widely differing influences upon the students' completion of prescribed courses; that advanced materials are hard to obtain; that materials dealing with the system sciences and computer programing are generally superior to those dealing with other subjects such as management, marketing or personnel; and that faculty cooperation must be increased for external degree programs to succeed. (PB)

ED 088 479 IR 000 312
Price, Jeannie Willis, Bernice
Evaluation Report For Institute For Public Libraries In Service To Young Children. Higher Education Title II-B Project, 1971-1972.
Learning Inst. of North Carolina, Durham.
Spons Agency—North Carolina Central Univ., Durham. School of Library Science.
Pub Date Aug 72
Note—99p.
EDRS Price MF-$0.75 HC-$4.20
Descriptors—Curriculum Development, Early Childhood Education, *Library Education, *Library Services, *Library Surveys, Practicums, *Preschool Children, Program Descriptions, Program Evaluation, *Public Libraries, Questionnaires, Research Design
Identifiers—*Early Childhood Specialist Library Program, Higher Education Act Title IIB, North Carolina
A three-phase project, funded under the Higher Education Act Title II-B, was initiated in 1971 to investigate and improve public library services to preschool children in North Carolina. The first goal of the project was to locate and describe existing services with a field survey covering 36 counties. Although the survey technique and questionnaire used were not completely satisfactory, the results did indicate a need for improved services to children and for the recruitment of more qualified librarians. Information gathered in the field survey was then used in phase II of the project: the formulation of curriculum for the Early Childhood Library Specialist Program at the Library School of North Carolina Central University. Fifteen students participated in this program, which included practicum experience in a model "Early Learning Center and Toybrary" and work in a Parent/Child Project. Informal interviews with the students indicated favorable attitudes at the completion of the training. An evaluation of the third phase of the project--utilization of the information gathered in the first two phases to expand the library school's curriculum--could not yet be made. (SL)

ED 088 480 IR 000 313
Batty, C. David
Narrative Evaluation Report On The Institute For The Automation of Bibliographical Services At The School of Library and Information Services, University of Maryland, College Park, Maryland 20742 (10-21 June, 1968).
Maryland Univ., College Park. School of Library and Information Services.
Pub Date 68
Note—71p.
EDRS Price MF-$0.75 HC-$3.15

Descriptors—*Automatic Indexing, Computational Linguistics, *Institutes (Training Programs), *Librarians, *Library Automation, *Program Descriptions, Program Evaluation
Identifiers—*MARC

The Institute on the Automation of Bibliographical Services was held at the University of Maryland, 10-21 June 1968, conducted by the School of Library and Information Services, assisted by the Library of Congress Information Systems Office and the University Computer Science Center. Thirty-nine participants from academic, special, and public library systems attended and were taught by a staff drawn from the University faculty and from libraries cooperating in the MARC experiment. The Institute program consisted of lectures, seminar discussion and practical exercises in two laboratory sessions; one on the preparation of bibliographic data for input into the computer, demonstrating the conversion of information to paper tape; the other on computer manipulation of MARC tapes for various purposes. Participants in the Institute stated that exposure to the first hand detail and experience of the MARC experiment had given them a very real understanding of the problems and processes of library automation. Many were confirmed in the acceptance of the Library of Congress tapes as a basis for future operation. (Institute materials are presented in the appendixes.) (Author/SL)

ED 088 481 IR 000 314
Deininger, Dorothy F. Shaughnessy, Thomas W.
Narrative Evaluation Report On The Institute For Library Technical Assitant Educational Programs At Rutgers University, Graduate School of Library Service, New Brunswick, New Jersey 08903 (August 23 to September 4, 1970).
Rutgers, The State Univ., New Brunswick, N.J. Graduate School of Library Service.
Pub Date 70
Note—45p.
EDRS Price MF-$0.75 HC-$1.85
Descriptors—Behavioral Objectives, Curriculum Design, Evaluation Criteria, Field Trips, *Institutes (Training Programs), *Library Education, *Library Technicians, Professional Continuing Education, *Program Evaluation

Twenty-five educators participated in a two-week program to study the roles for library technical assistants and the program for their education. Speakers offered introductory and background presentations on the following topics: library education and manpower policy, the qualifications of library technical assistants for various types of libraries, and the influence of political and social factors on library technical assistants. These presentations and discussion among the participants led to the development of a proposed curriculum for the training of library assistants in junior and community colleges. In general, the participants agreed that the program had been fruitful. They noted a new awareness of the technical assistant in libraries and media centers that they could carry back to their regions. Some suggested program modifications were: the program should be extended to a longer period; a more limited objective should be set; and the director's administrative duties should be lessened. Appendixes include brochures, a list of participants and staff, and the ALA Criteria for Programs to Prepare Library Technical Assistants. (CH)

ED 088 482 IR 000 316
Gerard, Beverly
Improvement Of American Indian Use Of The Library. Library Science Institute, University of Oklahoma (July 13 through 31, 1970). Evaluation Report.
Oklahoma Univ., Norman. School of Library Science.
Pub Date 70
Note—121p.
EDRS Price MF-$0.75 HC-$5.40
Descriptors—American Indian Culture, *American Indians, Disadvantaged Groups, Field Trips, *Information Utilization, *Institutes (Training Programs), Library Education, *Library Services, Professional Continuing Education, Program Descriptions, *Program Evaluation, Public Libraries, Resource Guides

To improve the American Indian use of libraries, the Library Science Institute at the University of Oklahoma conducted a three-week program for 28 librarians. The purpose of the Institute was to help the participants understand the Indian--his academic, social, economic, and personal problems. The participants were exposed to problems and their possible solutions in the form of lectures, audiovisual and printed materials. Through many field trips, they also observed Indian history and culture. The participants compiled a handbook of ideas for the librarian working with Indian students. (The publication is attached to the present report.) The effectiveness of the program was evaluated on the bases of staff comments, participants' responses to a questionnaire, and the director's observations. In general, it was agreed that the program achieved its purpose. The participants proposed the establishment of a similar institute of wider scope on a permanent basis. (CH)

ED 088 483 IR 000 317
Smith, Jessie Carney
Narrative Evaluation Report On The Institute On The Selection, Organization, and Use Of Materials By And About The Negro At Fisk University, Nashville, Tennessee 37203 (June 15, 1970 to July 24, 1970).
Fisk Univ., Nashville, Tenn.
Pub Date 70
Note—80p.
EDRS Price MF-$0.75 HC-$4.20
Descriptors—*African American Studies, Cataloging, Disadvantaged Groups, Information Sources, *Institutes (Training Programs), Librarians, Library Education, *Library Guides, *Library Material Selection, Library Services, *Negro Culture, *Negro Literature, Program Evaluation

To prepare for an increased interest in Black Studies, Afro-American Culture, and materials about the disadvantaged, the Institute on the Selection, Organization and Use of Materials By and About the Negro conducted a concentrated six-week program for 26 academic librarians. The main objective was to prepare the participants to select, organize and disseminate materials on the Negro and to coordinate the services of the library with the requirements of new curricular and research programs at the area. A highly qualified staff of lecturers dealt with four specific topics: 1) selection and utilization of Negro resource materials; 2) organization and preservation of special collection materials; 3) bibliography of the Negro; and 4) administration of Negro collections. Field trips, readings, and interdisciplinary seminars were provided. The evaluations of the participants and staff showed that the institute accomplished its purpose. However, two major weaknesses were found; the programs were too full, allowing insufficient time for reading and individual projects; the interdisciplinary approach made some participants less interested in the lecture topics. (Appended are lists of participants, a proposal for a publication of the Association of African-American Bibliography, and handbook for the Organization of Black Materials. (Author)

ED 088 484 IR 000 318
The Case Against Satellites. The Network Project. Notebook Number Seven.
Columbia Univ., New York, N.Y. Network Project.
Pub Date 74
Note—30p.
Available from—The Network Project, 101 Earl Hall, Columbia University, New York, N.Y. 10027 ($2.00 individuals; $5.00 institutions)
Document Not Available from EDRS.
Descriptors—*Centralization, Certification, *Communications, *Communication Satellites, Court Litigation, *Freedom of Speech, *Government Role, Industry, Information Networks, Media Technology, Pamphlets, Technology, Telecommunication
Identifiers—FCC, Federal Communications Commission, MATRIX, *Network Project, Public Access

An analysis is presented of the dangers generated by the corporate ownership of a satellite communications technology powerful enough to centralize and control the flow of information. The first part of the report reprints the transcript of a radio documentary on satellite communications, one of a series of five MATRIX radio programs produced by the Network Project. It includes discussion of the technology's military heritage, its subsequent patterns of institutional control, and a pessimistic forecast concerning its worldwide application. This transcript also serves as an introduction to the second half of the Notebook, which documents the Project's most recent attempt to deter corporate imposition of domestic satellite systems. This effort took the form of a court appeal challenging the legality of the Federal Communications Commission's (FCC) grant of satellite licenses to the Hughes Aircraft Company, RCA, and Fairchild Industries. An abridged edition of the appeal is provided, highlighting the appellant's claim that the FCC grant: 1) failed to receive evidence of the types of service to be provided; 2) did not take into account the public's right to freedom of expression; and 3) violated anti-trust and communications statutes. (Author/PB)

ED 088 485 IR 000 319
Duncan, Blanton C. Garvin, David
Complete Clear Text Representation of Scientific Documents in Machine-Readable Form. NBS Technical Note 820.
National Bureau of Standards (DOC), Washington, D.C.
Report No—NBS-TN-820
Pub Date Feb 74
Note—56p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402 (SD Catalog No. C13.46:820; $.90)
EDRS Price MF-$0.75 HC-$3.15
Descriptors—Communications, *Computer Graphics, *Computer Storage Devices, Data Analysis, Data Processing, Information Centers, Information Dissemination, Information Processing, *Information Science, *Machine Translation, Program Descriptions, Sciences, *Symbols (Mathematics), Technology
Identifiers—Clear Text Representation, Graphic Character Sets, Information Interchange Codes, International Organization for Standardization, ISO, National Bureau of Standards, NBS

Science and technology use a large variety of symbols to represent physical properties, chemical formulas, and mathematical expressions. Since data centers which codify and evaluate physical properties need to use this conventional symbolism, it is recommended that they adopt the symbols and terminology specified by the various International Unions, both for manual operations and for the creation of machine-readable data bases. It is demonstrated that these conventional symbols can be produced by communications devices which are compatible with the international standard codes for information exchange. A set of characters suitable for representing scientific data and text is presented and proposed as an extension of the International Organization for Standardization(ISO) information interchange code. The use of this extended character code by computer oriented data centers at the National Bureau of Standards is described. In addition, the kinds of equipment needed for this level of performance and criteria for their selection are outlined. (Author)

ED 088 486 IR 000 320
Baer, Walter S.
Cable Television: A Handbook For Decision-Making.
Rand Corp., Santa Monica, Calif.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 74
Note—244p.; See also ED 074 778
Available from—Crane, Russak & Company, Inc., 347 Madison Avenue, New York, N.Y. 10017 ($11.00)
Document Not Available from EDRS.
Descriptors—Books, *Cable Television, Certification, Citizen Participation, Citizenship Responsibility, *Community Involvement, *Economic Factors, Planning, Political Issues, *Public Policy, *Technology, Telecommunication
Identifiers—CATV, Franchising, Public Access

Basic information about cable television (CATV) and significant related issues is presented. The book is designed to serve both as a college text for communications students and as a reference and guide for government officials, educators, and other citizens. The individual chapters deal with the following topics: 1) an introduction to cable television; 2) cable technology; 3) the economics of cable; 4) ownership options; 5) planning cable systems; 6) franchising; 7) local responsibilities; 8) public access; 9) public services on cable; and 10) the future of CATV. A series of appendixes provides a glossary

information about television markets and CATV systems, and financial models of three cable television systems. (PB)

ED 088 487 IR 000 321
Othmer, David
The Wired Island: The First Two Years of Public Access To Cable Television In Manhattan.
Fund for the City of New York, N.Y.
Pub Date Sep 73
Note—92p.
Available from—Fund for the City of New York, 1133 Avenue of the Americas, New York, N.Y. 10036
EDRS Price MF-$0.75 HC-$4.20
Descriptors—Audiences, *Cable Television, Censorship, *Community Involvement, Costs, Financial Support, Government Role, Labor Unions, Program Evaluation, *Programing (Broadcast), *Public Television, Use Studies, Video Equipment
Identifiers—CATV, Federal Communications Commission, Franchising, Liability, Manhattan, *New York City, Public Access
A review is presented of the first two years of free public access programing on New York City's cable television (CATV) systems. The report provides some background information on franchising, public access to CATV in New York City, and Federal Communications Commission regulations. It also deals with the public access programing developed; it includes statistics on access and users, and information concerning funding, the cable operators, and studio and equipment facilities made available to the public. A variety of problems related to public access are treated, including censorship, liability, labor unions, technical quality, production costs, equipment, and audience responsiveness. A section discusses CATV's relationship with the city government and the chapter following presents a series of conclusions and recommendations relating to audience development, making equipment available to users, funding public access, program quality, program information, subdistricting, and live origination. (PB)

ED 088 488 IR 000 322
Bretz, Rudy And Others
Models of Television-Based Educational Programs: A Draft Report. A Working Note.
Rand Corp., Santa Monica, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—WN-7574-USOE
Pub Date Aug 71
Note—87p.
EDRS Price MF-$0.75 HC-$4.20
Descriptors—Case Studies, Educational Planning, *Educational Television, Models, *Program Development, Program Evaluation, *Programing (Broadcast), Program Planning, Television Research, Television Surveys, *Vocational Education, *Womens Education
Identifiers—Advocates, Chicago TV College, Childrens Television Workshop, Sesame Street, Telekolleg
The results of a survey of four kinds of television-based educational programs are presented. The study examined the developmental steps which preceded the production of Sesame Street by Children's Television Workshop, of the Chicago TV College, of Telekolleg of Germany, and of the Advocates; the aim was to identify developmental models to be used in connection with the creation of a new career education program aimed at women in the home and sponsored by the United States Office of Education. The first section of the report describes a general model of program development which includes the common phases of planning, development, operations and evaluation. Following this, summary case studies of the four individual programs are provided. The conclusion is reached that if a program can be based upon an existing organization, if it requires neither extensive research nor complex programing, and if objectives, target audience and methods are known in advance, then an effective television-based educational program can be developed in a short time. If these conditions aren't present then the developmental phase will be long and costly. (PB)

ED 088 489 IR 000 323
Bossert, William H. Oettinger, Anthony G.
The Integration of Course Content, Technology and Institutional Setting. A Three Year Report, 31 May 1973. Project TACT, Technological Aids to Creative Thought.
Harvard Univ., Cambridge, Mass. Aiken Computation Lab.
Spons Agency—Bell Telephone Labs., Inc., Murray Hill, N.J.; National Science Foundation, Washington, D.C.
Pub Date 31 May 73
Note—431p.; Some pages of this document will not reproduce clearly
EDRS Price MF-$0.75 HC-$21.00
Descriptors—*Communication (Thought Transfer), *Course Content, *Educational Technology, Experimental Programs, Experimental Teaching, Higher Education, *Institutional Environment, Instructional Innovation, *Sciences, Social Structure, Student Attitudes, Technology, Telecommunication
Identifiers—Alienation, Communication in Societies, Harvard University, Project TACT, *Project Technological Aids to Creative Thought
A description is provided of an attempt at Harvard University to integrate course content with technology and the institutional setting. The course, "Communication in Societies," was aimed at non-science majors and explored the science and technology of communication and their effects on social organization. The objective was to impart an understanding of language and communication and enough command of scientific method and skills to mitigate the alienation from science found in so many students. The impact of the course on student attitudes toward science is examined, and the selection of course content, instructional methodology and grading patterns are discussed. Software and hardware used in the course are analyzed and a review is made of the problems involved in moving from experimental services to routine institutionalization. Attention is called to the needs to: 1) develop accounting procedures capable of projecting and comparing costs; 2) provide a better managerial structure for experiments; and 3) develop procedures which permit the handling of longitudinal data. A series of 12 appendixes gives complete details on the project. (Author)

ED 088 490 IR 000 324
Abbott, George, Comp.
Audio Tapes In Syracuse University Libraries.
Syracuse Univ., N.Y. Univ. Libraries.
Pub Date Jul 73
Note—295p.
Available from—E. S. Bird Library, Syracuse University, Syracuse, New York 13210 ($5.00)
EDRS Price MF-$0.75 HC-$13.80
Descriptors—*Catalogs, *Instructional Aids, *Library Collections, *Magnetic Tape Cassettes, *Phonotape Recordings, University Libraries
Identifiers—*Syracuse University
This catalog represents a listing of the audio tapes presently held by the Ernest Stevenson Bird Library at Syracuse University. All tapes are entered under broad subject headings, selected from the Library of Congress List of Subject Headings. Under each heading, tapes are listed alphabetically by main entry. Entries provide title and source and, when available, titles of individual tapes in a series, descriptions and running times. The majority of subject headings fall within the fields of social science and the humanities. (SL)

ED 088 491 IR 000 325
Schwarz, Philip, Comp.
University of Wisconsin System Videotape Catalog. Second Edition.
Wisconsin Univ. - Stout, Menomonie. Media Retrieval Services.
Pub Date Jan 74
Note—267p.; Some pages of this document will not reproduce clearly
EDRS Price MF-$0.75 HC-$12.60
Descriptors—*Catalogs, *Higher Education, *Video Tape Recordings
Identifiers—University of Wisconsin
A comprehensive listing is provided of videotapes available from the University of Wisconsin system to its faculty and students. Included are: 1) locally produced videotapes of lectures, instructional demonstrations, and speeches; and 2) videotapes of off-air broadcasts or film transfers. The catalog is divided into three sections, the first of which contains an alphabetical listing of the videotapes. Entries are provided for individual titles, series titles, and individual titles within a series; in addition, data are given relating to annotations, running time, intended audience, color, university source, date of recording, producer, and appropriate cross references. Section II consists of a Key-Word-Out-Of-Context title index which serves as a rough subject index and as a search aid for users who know only part of a given title. Section III presents a subject listing of all the videotapes in the collection, arranged alphabetically within subject areas according to the Library of Congress Subject Listing. (PB)

ED 088 492 IR 000 326
Hansen, Duncan N. And Others
A Guide to Computer Simulations of Three Adaptive Instructional Models for the Advanced Instructional System Phases II and III. Final Report.
Air Force Human Resources Lab., Lowry AFB, Colo. Technical Training Div.; Florida State Univ., Tallahassee. Computer Applications Lab.
Report No—AFHRL-TR-72-50-2
Pub Date Oct 73
Note—46p.
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*Computer Assisted Instruction, Educational Programs, Educational Research, *Individualized Instruction, Military Training, *Models, Program Evaluation, *Simulation, *Technical Education
Identifiers—*Adaptive Instructional Models, AIM, Aptitude Treatment Interaction, Concept Acquisition, Drill and Practice Model, Dynamic Programing, Monitoring Model, Pacing Model, United States Air Force
Computer simulations of three individualized adaptive instructional models (AIM) were undertaken to determine if these models function as prescribed in Air Force technical training programs. In addition, the project sought to develop a user's guide for effective understanding of adaptive models during field implementation. Successful simulations of the Drill and Practice Model, the Pacing Model and the Monitoring Model were accomplished and operational feasibility was demonstrated. In addition, a User's Guide was prepared and a single integrated technical package developed to describe how the models operate. It was recommended that simulations of at least two additional models--Concept Acquisition and Dynamic Programing--be made and that empirical validation of model effectiveness be conducted employing actual students in real time. Such research would allow the comparison of alternative instructional strategies, assess student attitudes toward computerized instruction, and provide a means of gaining experience in the optimization of instructional strategies prior to widespread Air Force implementation. (Author/PB)

ED 088 493 IR 000 327
Graphics Expression Reading Improvement System. Evaluation Report, 1972-73.
New York State Education Dept., Albany. Div. of Educational Communications.; New York State Education Dept., Albany. Div. of Research.
Pub Date 74
Note—10p.; Analysis prepared in cooperation with Uniondale Free School District No. 2
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Academic Achievement, Disadvantaged Youth, Elementary School Students, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Instructional Innovation, Instructional Television, Junior High School Students, *Language Skills, Program Evaluation, *Reading Instruction, *Reading Skills, Remedial Instruction, Remedial Programs, *Remedial Reading, *Remedial Reading Programs, Semantics
Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, GERIS, *Graphics Expression Reading Improvement System, Paragraph Meaning
The extent to which the use of the Graphics Expression Reading Improvement System (GERIS) improved the reading skills of Title I was investigated. The GERIS program, which combines an eight-step process in language skill development with student-created television productions, was used at two schools during the 1972-73 school year. One hundred seventy-two students in grades 4 through 6 and 7 through 9, each of whom was reading at least two years below grade level, were included in the program. Post-test results from the Stanford Achievement

Test indicated that students in grades 4 through 6 showed significant improvement in reading for the first time in their school careers; their achievement in both word meaning and paragraph meaning was double that which otherwise would have been expected. An improvement in achievement significant at the .05 level was not found for students in grades 7 through 9, although the seventh graders did show over a year's growth and did achieve at a rate well over twice that of their previous performance in traditional reading programs. It was concluded that GERIS can effect dramatic improvements in reading among problem readers at the lower grade levels. (Author/PB)

ED 088 494 IR 000 328

Papps, Grayce And Others

A Blueprint For a Television Environmental Simulation Project: "The Land and Me."

Maine Public Broadcasting Network, Orono.

Spons Agency—Environmental Protection Agency, Washington, D. C.; Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—84p.; The ECO-ACRES Game Is Included

Available from—GAME ONLY: ECO-ACRES Game, Maine Public Broadcasting Network, University of Maine, Alumni Hall, Orono, Maine 04473 (Free)

EDRS Price MF-$0.75 HC-$4.20

Descriptors—*Citizen Participation, *Environmental Education, *Land Use, Models, Planning, Policy Formation, Problem Solving, Program Descriptions, Programing (Broadcast), Public Policy, *Public Television, *Simulation, Television Viewing

Identifiers—Maine, *The Land and Me, Viewer Active Television Simulation

An experimental project sought to build a replicable model of a viewer-active television simulation. Other educational goals were to 1) increase citizen concern for environmental factors and land use in Maine; 2) disseminate information on land use agencies; 3) illuminate the citizen's role in public planning; and 4) develop new patterns of problem solving. Five hour-long television programs were broadcast, each of which presented alternatives for the use of a simulated parcel of Maine land. Viewer and leader guides and a land use game were supplied at no cost to viewers who requested them and after each program viewers voted on alternative uses of land via toll-free phone lines. Post-program survey results indicated that viewers of the simulation programs; 1) became better informed about land use issues; 2) developed an appreciation for the complexity of environmental problems 3) began to debate more actively about land use; and 4) had positive feelings about the worth of the simulation. It was concluded that such television simulations were useful instruments of public education and policy-making. (PB)

ED 088 495 IR 000 329

LeBaron, John

Television and the Urban Child.

York Univ., Downsview (Ontario).

Pub Date 20 Mar 74

Note—16p.; Paper presented at the Association for Educational Communications and Technology Annual Convention (Atlantic City, N.J., March 17 through 21, 1974)

EDRS Price MF-$0.75 HC-$1.50

Descriptors—Cable Television, Communication (Thought Transfer), *Educational Technology, *Educational Television, Elementary Grades, Low Achievers, Lower Class Students, Media Technology, Program Descriptions, *Programing (Broadcast), Self Concept, *Student Centered Curriculum, Student Interests, Television Research, *Urban Youth, Video Equipment

Identifiers—*Childrens Video Theatre, Student Created Television

An experimental project, The Children's Video Theatre, explored ways in which the elementary school curriculum could be enriched by student-created television. The advent of simple, portable video equipment has made it possible for schools to create programing which is age-specific (for seven to 12 year-olds) and directed at the usually neglected urban, non-middle class child. Elementary classes produced eight programs in a year, each of which was broadcast on local cable television. Analysis of the project's results indicated that the creation and cablecast of television programs by children successfully addressed several educational problems since these experiences: 1) transformed a one-way medium into an interactive one; 2) gave individual children an opportunity to pursue interests and voice their opinions; 3) helped children with histories of failure and poor self-esteem to contribute meaningfully to group activities; and 4) allowed children to learn in alternative ways. In addition, the equipment's simplicity permitted hands-on technical experience and allowed children to take it into the community for on-site contact with the non-school world. (PB)

ED 088 496 IR 000 330

Paisley, Matilda B. Paisley, William J.

Two Papers on Educational Innovation and Dissemination. 1. Educational Innovation: Substance and Process. 2. "Post-Sputnik" Trends in Educational Dissemination Systems.

Stanford Univ., Calif. Inst. for Communication Research.

Pub Date Jun 73

Note—38p.

EDRS Price MF-$0.75 HC-$1.85

Descriptors—*Adoption (Ideas), Communication (Thought Transfer), Diffusion, *Educational Development, *Educational Innovation, *Educational Research, Federal Legislation, Historical Reviews, *Information Dissemination, Scientific Research

Identifiers—*Educational Resources Information Center, ERIC

In the first paper of this set, a paradigm which was developed in communication and diffusion research is adapted to define the educational innovation process in the form of producer-product-dissemination-users-adoption. Dissemination and adoption are subject to a number of factors, which can be further detailed. Previously innovation was seen as a one-way flow from producer to consumer, but a deeper understanding of the process shows the influence of consumer feedback and participation in product development. Paper Two reviews the growth of educational dissemination systems which were generated by educational research and development (R&D). The atmosphere of the postwar "Big Science" knowledge explosion and the pressure put on American education by the launching of Sputnik brought about the ERIC (Educational Resources Information Center) which was modeled on the new scientific information systems. This strictly archival system proved inadequate, another formal communication method was added--a series of reports on current topics. However informal communications are also needed, in the form of "extension agents" who can mediate between ERIC and users in the field. Such a system, whether implemented nationally or locally, would make ERIC more accessible. (SL)

ED 088 497 IR 000 331

Wollmer, Richard D.

A Markov Decision Model for Computer-Aided Instruction. Technical Report Number 72.

University of Southern California, Los Angeles. Behavioral Technology Labs.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.; Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No—USC-BTL-TR-72

Pub Date Dec 73

Note—45p.

EDRS Price MF-$0.75 HC-$1.85

Descriptors—*Complexity Level, *Computer Assisted Instruction, Computer Programs, *Mathematical Models, Prediction, *Predictor Variables, Probability, Program Descriptions, Program Length, Sequential Approach, *Sequential Learning, Sequential Programs, Time Factors (Learning)

Identifiers—Dynamic Programing, *Markov Decision Models, Markov Processes

A mathematical model for computer-aided instruction has been developed. The assumption is made that the course is divided into a hierarchy of levels of difficulty and that if a student is able to perform successfully at a given level of difficulty, he can also perform successfully at all levels of lesser difficulty. Furthermore, if a student performs successfully at one level, the probability of successful performance at the next higher level is increased. Given the initial vector of probabilities for successful performance at each level, and the expected times it takes to attempt a successful performance at each level, the model computes an instructional sequence which minimizes the expected time required for the student to complete the course by performing successfully at the highest level of difficulty. Dynamic programing is used to find this sequence. (Author)

ED 088 498 IR 000 332

Bullough, Robert V., Sr. Brumbaugh, W. Donald

The Development of a Competency-Based Model for Use in Instructional Technology.

Utah Univ., Salt Lake City. Div. of Instructional Systems and Learning Resources.

Pub Date Mar 74

Note—15p.; Paper presented at the Association for Educational Communications and Technology Annual Convention (Atlantic City, N.J., March 17 through 21, 1974)

EDRS Price MF-$0.75 HC-$1.50

Descriptors—Behavioral Objectives, Curriculum Design, *Curriculum Development, Higher Education, Instructional Design, *Instructional Media, *Instructional Technology, Material Development, *Performance Based Teacher Education, *Performance Specifications, Program Descriptions, Program Development, Role Perception

Identifiers—Model of Mastery

The faculty of the Division of Instructional Systems and Learning Resources at the University of Utah is developing a model for a competency-based curriculum in instructional media and technology. The group first defined the roles of the instructional technologist at different educational levels and then delineated appropriate functional expectations. These were divided into competencies which, in turn, were further broken down into behavioral objectives. The major program areas were identified as: instructional design; evaluation and selection; integration; utilization and dissemination; media design and production; administration and implementation; data processing; reference; instruction; and research and development. Standardized terms were specified and the Model of Mastery was adopted to assist in the development, implementation, and evaluation of instructional materials and programs. This Model allows instructors to evaluate alternative approaches by specifying stimuli, student responses, products of responses, effectiveness, cost and difficulty. Instructional modules based on this approach have been field-tested and the initial results are highly favorable. As a result, additional modules in the area of design and production of media, integration, utilization and dissemination are being prepared. (PB)

ED 088 499 IR 000 333

Wheeler, Francis M.

Final Report on the First Phase of the LEARN Project; The Development of Selfdrill. Final Report.

Beloit Coll., Wis.

Spons Agency—Alfred P. Sloan Foundation, New York, N.Y.

Pub Date 31 Dec 73

Note—21p.

EDRS Price MF-$0.75 HC-$1.50

Descriptors—*Computer Assisted Instruction, *Computer Programs, Computers, Higher Education, *Humanities, *Humanities Instruction, Learning, Program Descriptions, Undergraduate Study

Identifiers—Beloit College, Drill and Practice, Minicomputers, PDP 8 Minicomputer, Project LEARN, *SELFDRill

Activities undertaken during the initial phase of Project LEARN at Beloit College are described. Following a summary of the consensus of student opinions about college-level learning which arose out of weekly discussion groups, the author presents a description of SELFDRill, a learning utility program which is designed to convert a PDP-8 minicomputer into an automated drill master and to encourage students to look for new things to learn. The reactions of learners to SELFDRill are explored and its pedagogical implications examined, with particular attention paid to SELFDRill's ability to make learning a learner-initiated experience. A critique of the learning environment at Beloit is presented, along with a consideration of the possible applications of Project LEARN at the College. A humanities-oriented analysis of current computer-assisted in-

structional efforts is given. The report concludes with some information about the dissemination of SELFDRill and plans for its further development. (PB)

ED 088 500 IR 000 334
Cusack, Mary Ann
Space Technology for Rural Education; Brazil Experiment. Project SACI.
Instituto de Pesquisas Espaciais, Sao Jose dos Campos (Brazil).
Report No—INPE-459-LAFE
Pub Date 20 Mar 74
Note—73p.; Paper presented at the Association for Educational Communications and Technology Annual Convention (Atlantic City, New Jersey, March 17 through 21, 1974)
EDRS Price MF-$0.75 HC-$3.15
Descriptors—*Communication Satellites, Developing Nations, Educational Radio, *Educational Technology, Educational Television, Elementary Grades, Inservice Teacher Education, Instructional Design, *Instructional Systems, Instructional Technology, Instructional Television, Primary Grades, Program Descriptions, Rural Areas, *Rural Education, Rural Schools, Rural Youth, Systems Analysis, Systems Approach, Teacher Education, *Telecommunication
Identifiers—Brazil, Project SACI
An eight-year project--Project SACI--begun in 1969 is introducing technology into Brazil's educational system. It is based upon the hypotheses that technology can deliver education to more students, increase achievement, and provide cost-effective teacher education. To rest these hypotheses, Project SACI aims to bring satellite transmission of educational programs to 500 primary schools (grades 1-4) involving 3000 teachers and 25,000 students across a rural area of 100,000 square kilometers. The project's objectives are to: 1) test the efficiency of education based upon technology and a systems analysis approach; 2) develop techniques for producing educational software; 3) discover means of obtaining the acceptance of technologies in rural communities; 4) operationalize satellite and ground delivery systems; and 5) train, at the graduate level, specialists in educational technology and systems analysis. The project is proceeding on schedule through 1974, for teachers and supervisors are being trained, courseware is being developed, and the requisite hardware being prepared, including the projection of a satellite launching in 1976. In addition, in conjunction with Project SACI the graduate program in educational technology has produced its first graduating class. (PB)

ED 088 501 IR 000 335
Becker, Joseph Pulsifer, Josephine S.
Application of Computer Technology to Library Processes; A Syllabus.
Catholic Univ. of America, Washington, D.C. Dept. of Library Science.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 73
Grant—OEG-0-8-08-731-4604
Note—182p.
Available from—Scarecrow Press, Inc., 52 Liberty Street, P. O. Box 656, Metuchen, New Jersey 08882 ($5.00)
Document Not Available from EDRS.
Descriptors—Behavioral Objectives, Bibliographies, *Computer Science, Course Descriptions, *Inservice Education, *Librarians, *Library Automation, Library Networks, Library Technical Processes, Microforms, Systems Analysis, Telecommunication, *Textbooks
Identifiers—MARC
A course was developed as part of the Catholic University of America's Continuing Library Education Project, which was designed to provide present or future library administrators with an understanding of the issues and techniques involved in library automation. The course also can be used by individuals or study groups who are analyzing the feasibility of automation of their library processes or in the process of automating. The course is divided into eight units of study: 1) librarians and automation, 2) computer technology, 3) systems analysis and implementation, 4) MARC program, 5) library clerical processes, 6) reference services, 7) related technologies, and 8) library networks. Each unit consists of an introduction, statements of purpose and student behavioral objectives, detailed outline, syllabus and list of references. A general bibliography of basic sources of information and additional references completes this volume. (Author/SL)

ED 088 502 IR 000 336
Mississippi's Annual Descriptive Report; Fiscal 1973, Under the Library Services and Construction Act.
Mississippi Library Commission, Jackson.
Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Library Services and Educational Facilities.
Pub Date 73
Note—73p.
EDRS Price MF-$0.75 HC-$3.15
Descriptors—Annual Reports, Library Programs, Library Services, *Program Descriptions, *State Agencies, *State Libraries
Identifiers—Library Services and Construction Act, *Mississippi, Mississippi Library Commission
This report by the Mississippi Library Commission (MLC) describes its organization and activities and also library developments in Mississippi under the Library Services and Construction Act for the fiscal year 1973. The long range goals are listed as well as the resources development and services which the MLC has undertaken. The recent staff reorganization is described and an organization chart of the MLC is provided. The work load statistics, organization and activities of the centralized technical processing center are presented. Some of the services of the MLC are: collection development assistance for public libraries, information services to organizations and individuals and library service to institutionalized, handicapped and disadvantaged persons. Special projects include the Sunflower/Boliver County Library Project which cooperated with other agencies to provide service to the disadvantaged through Adult Education, Neighborhood Serivce Centers, Head Start, a MAILIBRARY program and a library internship program. The status of library construction in Mississippi is outlined. Detailed cost and funding information is given for each activity as well as population characteristics where applicable. (JG)

ED 088 503 IR 000 337
Davis, Donald Gordon, Jr.
The Association of American Library Schools, 1915-1968: An Analytical History.
Pub Date 74
Note—395p.
Available from—Scarecrow Press, Inc., 52 Library Street, P. O. Box 656, Metuchen, New Jersey 08840 ($12.50)
Document Not Available from EDRS.
Descriptors—*History, *Library Associations, *Library Education, Library Research, *Library Schools, Professional Associations
Identifiers—*Association of American Library Schools
The purpose of this historical study of the Association of American Library Schools (AALS) was to determine the actual role and influence of the AALS in library education. The author's hypothesis is that the influence of an association of professional schools on professional education is related to the level of involvement of the association with the national professional association and the professional schools. Accordingly, he presents a chronological framework of the association history with its major trends and goals, the structural development of organization and leadership, its programs of activity in support of its goals and analyzes its relationship to other organizations, member schools and its contributions to library education. He concludes that the AALS has not played a very influential part in the development of library education and that its main weaknesses was a lack of identity. In addition vague goals, conflicting loyalties and ineffective leadership perpetuated the identity problem and thwarted the problem-solving ability of the organization. The appendix contains chronological tables of the leadership and institutional membership of the AALS from 1915-1968. (JG)

ED 088 504 IR 000 338
Annual Evaluation Report, 1973; South Carolina State Library.
South Carolina State Library, Columbia.
Pub Date 74
Note—30p.
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*Annual Reports, Career Education, Culturally Disadvantaged, *Evaluation, Handicapped, Institutionalized (Persons), Library Acquisition, Library Cooperation, Library Services, Program Descriptions, State Federal Support, *State Libraries
Identifiers—*South Carolina State Library
This report evaluates the program of the South Carolina State Libraries against a pattern of goals aimed at achieving public and institutional service during 1972-1973. Separate evaluations are presented for the following projects: general administration, library interpretation, technical services, field services, library internships, scholarships, workshops, County Library, "Catch-Up," disadvantaged, County Library Upgrade, staff assistance, book collection, exceptional children, adults with special problems, service to the blind and physically handicapped, browsing collections for the blind and handicapped, communication network, intercommunications, area reference, resource centers, microfilm catalog and shelflist, and interlibrary loan network. The major part of the report deals with the impact of the termination of Library Services and Construction Act funding. (CH)

ED 088 505 IR 000 339
National Commission on Libraries and Information Science Annual Report to the President and the Congress, 1972-1973.
National Commission on Libraries and Information Science, Washington, D. C.
Pub Date 31 Jan 74
Note—56p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 5203-00022; $.65)
EDRS Price MF-$0.75 HC-$3.15
Descriptors—Activities, Administrative Organization, Annual Reports, Federal Aid, Federal Government, *Government Role, Information Dissemination, Information Needs, Information Networks, Information Science, *Information Services, *Information Utilization, Libraries, Library Cooperation, Library Services, *National Programs
Identifiers—*Natl Commission Libraries Information Science
The National Commission on Libraries and Information Science, a permanent and independent agency within the Executive Branch, is charged with primary responsibility for developing and recommending overall plans for library and information services adequate to meet the needs of the citizens. This report, the second Annual Report of the Commission, describes the activities of the agency between July 1, 1972, and June 30, 1973. It covers the results of investigations and studies that were begun as the first year of operation ended; provides initial information on the surveys and contracts in progress; summarizes the testimony from the first three regional hearings; condenses the recommendations of a special conference on users information needs; and sets forth the initial points in a national program statement on libraries and information services that was drafted and is now being revised by the Commission. (Author)

ED 088 506 IR 000 340
Wagner, Harold Butler, Patrick J.
Computer Simulation as an Aid to Managers of Training.
Human Resources Research Organization, Alexandria, Va.
Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.
Report No—HumRRO-TR-73-34
Pub Date Dec 73
Note—110p.
EDRS Price MF-$0.75 HC-$5.40
Descriptors—Autoinstructional Programs, Computer Oriented Programs, *Computer Programs, *Educational Programs, Educational Research, Individualized Instruction, Individualized Programs, *Management Systems, Military Training, Models, Pacing, Program Length, Program Planning, *Scheduling, *Simulation, Time Factors (Learning)
Identifiers—General Purpose Simulation System, GPSS
Research investigated computer simulations of a hypothetical self-paced training program to determine the utility of this technique as a planning aid for Army training program managers. The General Purpose Simulation

System (GPSS) was selected as the programing language and the study was divided into three stages. In Stage I, the daily number of entering and graduating students was computed and displayed in a printout. In Stage II, statistics were added to deal with attrition rates, advanced training schedule comparisons, training load, and completion times. In the last phase, the final simulation program made possible the determination of the most efficient follow-on course location of each student, the medium of instruction assigned to each student, the session attended by the student, the absentee rate, and additional summary data on student flow through the course. It was concluded that the simulations were useful planning tools, for they allowed training managers to offer advanced courses on a schedule consistent with student flow through basic courses, thus reducing the student's waiting time between courses. The use of the simulations was recommended in planning training programs. (Author/PB)

ED 088 507 IR 000 341

Galamaga, Donald P. Bartolomeo, Paul A.

The Vocational Education Component of the Rhode Island Educational Management Information System.

Rhode Island State Dept. of Education, Providence. Education Information Center.

Pub Date 74

Note—36p.

EDRS Price MF-$0.75 HC-$1.85

Descriptors—*Computer Oriented Programs, Computer Programs, *Data Bases, Information Processing, *Information Systems, *Management Information Systems, Manuals, Post Secondary Education, Secondary Education, Standards, Systems Approach, *Vocational Education

Identifiers—*Rhode Island

The document describes the implementation (Phase Two) of the Vocational Educational module--one component of an educational management information system. Phase Two entails the technical effort of final system design, final output specifications, edit specifications, system software selection, computer programing, systems documentation and the user effort of user-oriented education through seminars and the preparation of detailed user manuals. Three main topics are dealt with: 1) the approach to Management Information System (MIS) in Rhode Island Education; 2) the vocational MIS component of the overall system; and 3) standards and processing methods. It is suggested that the data bases will be helpful for administrators and educators to facilitate planning, management and control of the vocational education area. (CH)

ED 088 508 IR 000 342

Lack, Clara Bettencourt, Bruce

Agnews State Hospital Rehabilitation Services Patients' Library Bibliotherapy Project; Third Annual Report.

Santa Clara County Library, San Jose, Calif.

Pub Date Jun 71

Note—16p.; See also IR 000 343 through IR 000 345

EDRS Price MF-$0.75 HC-$1.50

Descriptors—Annual Reports, *Bibliotherapy, Group Discussion, Group Dynamics, Identification (Psychological), Institutionalized (Persons), Library Services, Mental Health Programs, *Mental Illness, Psychoeducational Processes, *Rehabilitation Programs, Self Expression, *Story Reading

Identifiers—*Agnews State Hospital

To cause a patient to relate personally to literature is the goal of bibliotherapy, but just how this goal is attained is one of the most significant differences between bibliotherapy and other forms of group therapy. Agnews State Hospital has conducted bibliotherapy for three years as a rehabilitation service. During July 1970-June 1971, a total of 477 bibliotherapy sessions have been held with an average attendance of 12 patients. Feedback from the bibliotherapist, as well as from the patients, has aided the ward teams in evaluating and planning ongoing treatment. The program has resulted in an increase in attention span, self-disclosure, emotional stability, and many other positive effects. In addition to its therapeutic value to the patients, the bibliotherapy program has provided a training experience to social work students in field training at Agnews over the past years. (CH)

ED 088 509 IR 000 343

Steffens, Elizabeth, Comp. And Others

Four Years' Reading in Bibliotherapy, 1968 - 1972.

Santa Clara County Library, San Jose, Calif.

Pub Date 73

Note—33p.; See also IR 000 342 through IR 000 345

EDRS Price MF-$0.75 HC-$1.85

Descriptors—*Annotated Bibliographies, Bibliographies, *Bibliotherapy, *Institution Libraries

Identifiers—*Agnews State Hospital

Approximately 270 short stories, plays and prose excerpts which have been used successfully during the four years of the Agnews State Bibliotherapy Project from 1968-1973 are cited in this bibliography. The entries are arranged alphabetically by subject area. Some of the main topics covered are: adolescence, alcoholism, anger, compassion, courtship, family, fear, identity, justice, life and death, loneliness, love, marriage, parent-child, reality, revenge and self-concept. For most of the entries author, title, place of publication, publisher, date and a few words of annotation are given. The publication dates range from about 1925 to 1971. At the end of the bibliography is a selected list of poems and their sources. (JG)

ED 088 510 IR 000 344

Lack, Clara And Others

Bibliotherapy Project Final Report; Community Phase, April, 1972 through September, 1973.

Santa Clara County Library, San Jose, Calif.

Pub Date 73

Note—11p.; See also IR 000 342 through IR 000 345

EDRS Price MF-$0.75 HC-$1.50

Descriptors—*Bibliotherapy, County Libraries, Group Discussion, Individual Differences, Library Services, *Mental Illness, Professional Training, *Rehabilitation Programs, Story Reading

Identifiers—*Santa Clara County Library

The Bibliotherapy Project, originally located at Agnews State Hospital, was transferred to the Santa Clara County Library in 1972 since the state of California announced the closing of the Hospital to the mentally ill. Most patients were returned to the community, where the County would provide the services formerly provided by the state. The new setting was different from the hospital situation; there was a wide variety in the type of the clientele and facility served. The use of a greater variety of materials, more frequent coordinating efforts, and a prolonged contact with the same clientele were necessary measures to readjust the program to the changed conditions. The emotionally disturbed patients in the community were located through the various agencies and assisted through the use of various library materials and discussion groups. The success of the program was reflected not only by the response of the clientele but also by the support of the community to continue the program under County Revenue Sharing Funds. (CH)

ED 088 511 IR 000 345

Steffens, Elizabeth And Others

Agnews State Hospital Patients' Library Bibliotherapy Project. Final Report, March 1972.

Santa Clara County Library, San Jose, Calif.

Pub Date 73

Note—25p.; See also IR 000 342 through IR 000 344

EDRS Price MF-$0.75 HC-$1.85

Descriptors—*Bibliotherapy, Counselor Role, Dramatic Play, Group Discussion, Historical Reviews, Human Relations, Institutionalized (Persons), Library Facilities, Library Material Selection, Library Services, *Mental Illness, Psychiatric Hospitals, Psychoeducational Processes, *Rehabilitation Programs, Self Expression, Story Reading, Therapeutic Environment

Identifiers—*Agnews State Hospital

The Bibliotherapy Project is historically reviewed in connection with the staff personnel, main activities and achievements. Two Bibliotherapists present their views of the group sessions. They discuss physical facilities, therapeutic procedures and atmosphere, roles of therapist, group interaction, and other factors conducive to successful therapy. The presentation of therapeutic episodes shows the subtle psychological processes underlying the bibliotherapy. Suggestions are made in terms of the selecting of short stories, poetry and plays and conducting discussion groups. Finally, the program is evaluated by the librarian who has occupied the position of resource person and consultant to the program from its inception. (CH)

ED 088 512 IR 000 346

Collins, Allan And Others

Analysis and Synthesis of Tutorial Dialogues. Semi-Annual Technical Report Number Two.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.; Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No—BBN-R-2789

Pub Date Mar 74

Note—92p.

EDRS Price MF-$0.75 HC-$4.20

Descriptors—Artificial Intelligence, Computer Assisted Instruction, *Computer Programs, *Discourse Analysis, Educational Research, Geography Instruction, Higher Education, *Individualized Instruction, Information Processing, Interaction, Semantics, Tape Recordings, *Teaching Techniques, Thought Processes, Tutorial Programs, *Tutoring

Identifiers—Dialogue Analysis, *SCHOLAR, South America

An analysis was made of the strategies by which tutors adapt their teaching to individual students; the objective was to synthesize these strategies in a computer system called SCHOLAR. Tape recordings of dialogues between tutors and students about South American geography were made to discover the strategies used by tutors. Since SCHOLAR is a well-defined program, it was possible to analyze the naturalistic data in precise terms. Individual aspects of the dialogues were analyzed separately and, based upon the analyses, several hypotheses were prepared which described how the tutor related his teaching to the individual student. These strategies were implemented in SCHOLAR, and it seems likely that the analytical method employed could be extended to a wide range of conversational situations. For example, the use of this method (Dialogue Analysis) would permit psychologists to study questions about the interactive aspects of human language processing that cannot even be considered with traditional laboratory methods. (Author)

ED 088 513 IR 000 347

Clouston, John Samuel

CILA: A New Approach to Problems in the Acquisition of Latin American Library Materials.

Illinois Univ., Urbana. Graduate School of Library Science.

Pub Date Mar 74

Note—54p.; Occasional Papers Number 112

EDRS Price MF-$0.75 HC-$3.15

Descriptors—College Libraries, *Foreign Language Books, Historical Reviews, Information Dissemination, Latin American Culture, *Library Acquisition, *Library Cooperation, *Library Materials, Library Programs, Marketing, Problems, Program Evaluation, Translation, University Libraries

Identifiers—Canada, Centro Interamericano de Libros Academicos, CILA, Farmington Plan, *Latin America

This paper attempts to provide a contextual study of CILA--Centro Interamericano de Libros Academicos--a new scheme for the distribution of scholarly books in the Americas. Because of the scheme's peculiar relevance to the needs of Canadian academic libraries, the status of Latin American studies and relevant library collections in Canada are first considered. The achievement of CILA and its limitations are reviewed in the historic and economic context of the problems involved in the distribution and acquisition of library materials from Latin America. Considerable attention is devoted to a study of these problems, and a brief survey is made of some of the attempts to overcome them. With this background, the purposes and operation of CILA are examined and an attempt is made to evaluate its contribution to the partial solution of some of the aforementioned problems. Finally, a number of conclusions are drawn from the examination. (Author)

ED 088 514 IR 000 348
McCombs, Barbara Leherissey And Others
Media Adjunct Programming: An Individualized Media-Managed Approach to Academic Pilot Training.
Air Force Human Resources Lab., Williams AFB, Ariz. Flying Training Div.; McDonnell Douglas Astronautics Co. - East, St. Louis, Mo.
Report No—AFHRL-TR-73-71-1
Pub Date Jan 74
Note—8p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Anxiety, *Autoinstructional Programs, Comparative Analysis, Conventional Instruction, Curiosity, Educational Research, Flight Training, *Individualized Instruction, Individualized Programs, Instructional Media, Meteorology, Motivation, *Multimedia Instruction, Pacing, *Programed Instruction, Program Length, Student Attitudes, *Teaching Techniques, Time Factors (Learning)
Identifiers—MAP, *Media Adjunct Programing, TIC, Traditional Instructor Classroom
Media adjunct programing (MAP) techniques for presenting individualized, self-paced instruction were compared to traditional instructor-classroom (TIC) techniques in an undergraduate pilot Weather course. The MAP group completed the course in significantly less time than did the TIC group, representing a 29 percent time savings. In addition, MAP students performed equally as well as TIC students on the posttest and retention test, had significantly lower state anxiety scores while learning the materials, and reported significantly higher attitude scores toward the instructional method they received. Predictions of an inverse relationship between state curiosity and state-anxiety were only partially supported, in that significant interactions were found between treatment conditions and flight groups. (PB)

ED 088 515 IR 000 349
Feinberg, Harriet
Dissemination in the R&D Center: A Position Paper. Occasional Paper Number Four.
Harvard Univ., Cambridge, Mass. Center for Research and Development in Educational Differences.
Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.
Pub Date 68
Contract—OEC-5-10-239
Note—16p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Conceptual Schemes, Definitions, *Diffusion, Educational Change, Educational Research, *Information Dissemination, Interdisciplinary Approach, *Research and Development Centers, Research Criteria, *Research Utilization
Identifiers—*Center for R&D on Educational Differences, Harvard University
This paper attempts to provide a coherent conceptual framework for the dissemination efforts of the Research and Development Center. It distinguishes three quite different ways in which the term, "dissemination", is used: 1) spread of information to a receptive audience; 2) the effort to induce large-scale change by a wide variety of activities; and 3) intensive effort to transmit skills and approaches to selected groups of practitioners. The paper then discusses briefly where the Center stands with regard to the importance of the activities encompassed in each usage, and indicates where current Center dissemination projects fall within the described framework. (Author/CH)

ED 088 516 IR 000 351
Rosinger, George
Condensed Task Report on Study of Ohio Public School Library Manpower to Ohio Department of Education.
Battelle Memorial Inst., Columbus, Ohio. Columbus Labs.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date Nov 68
Note—24p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Information Utilization, *Librarians, Library Planning, *Library Standards, Library Surveys, Library Technicians, *Manpower Needs, *Manpower Utilization, Public Schools, Reports, Review (Reexamination), *School Libraries, Statistical Data
Identifiers—*Ohio
The objective of this study was to investigate the resources, needs, constraints, and tentative solutions that relate to staffing present and future school library systems in Ohio with trained personnel. Specifically, the study included: 1) a review and discussion of relevant school library personnel and staffing standards; 2) a summary of available information regarding tasks performed in the library; 3) the presentation and discussion of statistical data on school library manpower resources and needs; 4) a discussion of potential constraints involved in staffing school libraries; and 5) some proposed approaches on tentative solutions for meeting school needs for trained library personnel. Information and statistical data on various facets of school library manpower problems were presented and discussed. (Author)

ED 088 517 IR 000 354
Pool, Ithiel de Sola, Ed. And Others
Handbook of Communication.
Pub Date 73
Note—1,011p.
Available from—Rand McNally College Publishing Company, P. O. Box 7600, Chicago, Illinois 60680 ($25.00)
Document Not Available from EDRS.
Descriptors—Audiences, Bureaucracy, Children, *Communication (Thought Transfer), Communism, Democracy, Developed Nations, Developing Nations, Foreign Relations, Intercommunication, Language, *Literature Reviews, Mass Media, Non Verbal Communication, Persuasive Discourse, Propaganda, Publicize, Public Opinion, *Research Methodology, Scientific Enterprise, Technology, Telecommunication, *Textbooks, Verbal Communication
Identifiers—Aggregate Data Analysis, Small Groups
Each of the 31 chapters which comprise this volume reviews the state of the art in a specific area of communications research. The chapters are grouped into three sections, the first of which focuses upon the basic communication process. An introduction to the concept of a communication system and to the phenomena of language and nonverbal communication is followed by considerations of mass media and their audiences and of interpersonal communication. Additional chapters deal with the impact of communication on children and with persuasion and propaganda. Part II examines the communication process in a variety of settings. These include the mass media, small groups, bureaucracies, advertising, political parties and scientific institutions. Individual chapters explore the role of communication in each of these settings in advanced industrial society and compare communication in a Western democratic environment with its operation in Communist nations, the developing world, and in relations between states. Part III reviews current methods of communication research, particularly aggregate data analysis and experimental studies of communication effects. (Author)

ED 088 518 IR 000 359
Film Catalog of the New York State Library. 1973 Supplement.
New York State Education Dept., Albany. Div. of Library Development.
Pub Date 73
Note—228p.
EDRS Price MF-$0.75 HC-$11.40
Descriptors—*Catalogs, Community Organizations, *Film Libraries, *Films, *Library Collections, Public Libraries, *State Libraries, State Programs
Identifiers—New York State, New York State Division of Library Development, *New York State Library
Several hundred films contained in the New York State Division of Library Development's collection are listed in this reference work. The majority of these have only become available since the issuance of the 1970 edition of the "Catalog," although a few are older. The collection covers a wide spectrum of subjects and is intended for nonschool use by local community groups; distribution is accomplished through local public libraries. Both alphabetical and subject listings are provided and each citation includes information about the film's running time, whether it is in color, its source, and its date. Brief annotations are also given which describe the content of the film and the type of audience for which it is appropriate. A directory of sources is appended. (PB)

ED 088 519 IR 000 361
Conger, D. Stuart
Methods For Human Resource Development.
Training Research and Development Station, Prince Albert (Saskatchewan).
Pub Date Sep 73
Note—28p.
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*Adult Basic Education, Adult Development, Adult Education, *Adult Education Programs, Adult Literacy, *Adult Vocational Education, Human Resources, Independent Study, Instructional Films, Literacy Education, *Manpower Development, *Multimedia Instruction, Program Descriptions, Vocational Counseling, Vocational Education
Identifiers—Canada, Saskatchewan, *Saskatchewan NewStart, Training Research Development Station
A description is provided of the training and counseling materials and methods prepared by the Saskatchewan NewStart and the Training Research and Development Station. Following a brief review of the concept of social inventions, summary descriptions are provided of nine adult education courses. These are: 1) Life Skills, which focuses upon effective problem-solving behaviors; 2) Fluency First, a course in English for illiterate adults who lack the background needed to learn to read and write; 3) Fluency Second, a listening and speaking course for those who can already read a second language; 4) Basic Literacy for Adult Development (BLADE), which teaches communications and math content from grades 1-4; 5) Learning Individualized for Canadians (LINC), which extends BLADE through grade 10; 6) Small Business Management, for those of Indian Ancestry; 7) Creating a Career, designed to help people prepare career plans; 8) Generic Skills, which aims to develop academic, reasoning, interpersonal and manipulative skills; and 9) Socanics, which prepares skilled paraprofessionals for work in social institutions. Information is also presented on the preparation of instructional films, on materials for sale, and on the development of new training methods. (PB)

ED 088 520 IR 000 362
Keppel, Francis
The Mohonk Conference. A Report on an International Symposium on the Role of Books and Other Educational Materials in Meeting the Educational and Economic Goals of Developed and Developing Countries.
National Book Committee, Inc., New York, N.Y.
Pub Date 73
Note—67p.
Available from—National Book Committee, 1564 Broadway, Room 822, New York, N. Y. 10036 ($3.50)
EDRS Price MF-$0.75 HC Not Available from EDRS.
Descriptors—*Books, Conference Reports, Developed Nations, *Developing Nations, *Economic Development, *Educational Development, Educational Economics, Information Dissemination, *Instructional Materials, International Programs, Libraries, Symposia
A summary is presented of the symposium held in December 1972, at which 30 educators, economists, planners, librarians and publishers met to discuss the role of books and other educational materials in educational, social and economic development. The first section of the report offers a general statement from the director of the conference which deals with: 1) education and economic growth; 2) national plans and international cooperation; 3) strategic alternatives in the use of learning materials; and 4) practical considerations which impinge upon the production and use of books and other materials. The other main part of the report presents a series of papers by different authors which treat, respectively, the following topics: 1) the educational component of economic development; 2) the analysis of selected national budgets for educational purposes; 3) strategic alternatives and suggestions for allocations for educational materials; 4) book promotion through libraries; and 5) practical considerations in the creation, production, and distribution of books and other educational materials. (PB)

ED 088 521 IR 000 363
Gawronski, Jane Donnelly
Computer Assisted Learning. Book 1, The Teletype; Book 2, BASIC 1; Book 3, BASIC 2.
Minneapolis Public Schools, Minn. Special School District 1.
Pub Date 72
Note—54p.
EDRS Price MF-$0.75 HC-$3.15
Descriptors—*Computer Assisted Instruction, *Computer Programs, Computers, Computer Science, *Computer Science Education, Elementary Grades, Information Processing, Information Storage, Input Output Devices, Manuals, *Programing, *Programing Languages, Secondary Grades, Time Sharing
Identifiers—*BASIC Programing Language, Minneapolis Minnesota Special School District 1, Project Southeast Alternatives, Statements, Teletype Machines
A series of three booklets provides elementary and secondary students who are participating in the Southeast Alternatives Program run by Special School District Number 1 in Minneapolis with some fundamental information about computers and their use. The first volume offers some general background on computers and describes the use of the teletype machine, including details about timesharing and the keyboard. The second manual presents an introduction to BASIC, describing it as a combination of English and algebra. The concepts of statements and programs are developed, PRINT and END statements are discussed, and rules for the use of these statements are given. The last volume provides additional information about the BASIC programing language. Computer storage is introduced and LET, IF-THEN, and GO TO statements are treated, bringing the student to the point at which he is able to begin developing programs and working with the computer. (PB)

ED 088 522 IR 000 364
Carbone, Salvatore Gueze, Raoul
Draft Model Law on Archives: Description and Text.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Pub Date 72
Note—225p.
Available from—UNIPUB, Inc., P. O. Box 433, Murray Hill Station, New York, N. Y. 10016 ($4.50)
Document Not Available from EDRS.
Descriptors—*Administration, *Archives, *Documentation, Government Libraries, *Government Role, International Law, International Programs, *Laws, National Libraries, Program Descriptions
Identifiers—International Council on Archives, Public Access, UNESCO
A model law on archives which was prepared for the United Nations Educational, Scientific, and Cultural Organization (UNESCO) by the International Council on Archives is presented. The aim of the law is to help countries in varying stages of development to construct legal guidelines for archival use which are in line with the exigencies of modern life created by the combination of 1) freer access to and greater use of archives and 2) modern reprographic processes. The work has two main sections: a description of the draft law on archives and a text of the law. Each section contains chapters which deal, respectively, with 1) general principles; 2) archival administrative structure; 3) personnel; 4) control commissions; 5) intermediate repositories; 6) destruction of state documents; 7) transfers; 8) historical services of foreign and defense ministries; 9) production and access; 10) the legal status of documentary sources, public, and state documents; 11) private bodies and individuals; 12) gifts and bequests; 13) purchases; 14) special requirements concerning deposits, gifts, and bequests; and 15) expropriation of documentary sources for public purposes. The descriptive section also provides a set of conclusions which immediately precedes the text of the law. (PB)

ED 088 523 IR 000 365
Spyers-Duran, Peter
1973/74 Interinstitutional Salary of Professional Librarians Employed by the SUS of Florida.
Florida Atlantic Univ., Boca Raton. Univ. Libraries.
Spons Agency—State Univ. System of Florida, Tallahassee.
Pub Date Dec 73
Note—26p.; Prepared for the Interinstitutional Library Committee, Florida State University System
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*Librarians, Libraries, Library Surveys, Racial Discrimination, *Salaries, *Salary Differentials, Sex Discrimination, State Surveys, *State Universities, Universities, *University Libraries
Identifiers—*Florida State University System
A survey was conducted of the salaries paid to the professional librarians staffing the various libraries of the Florida State University System. The data collected indicated the following average salaries for the seven major types of positions: 1) directors- $24,500; 2) assistant directors-$16,549; 3) branch heads-$14,432; 4) department heads-$12,687; 5) curators and specialists-$12,475; 6) associate librarians-$11,409; and 7) assistant librarians-$9833. A total of 244 full-time equivalency positions was identified; 69 percent of these were filled by women, up from 66.5 percent the previous year. Minority employment was 13.6 percent, down from 15.2 percent the year before. Since the survey showed that a) the salaries paid by the state system were lower, on the average, than those found in other states and b) that males were paid more than females and minority staff less than non-minority employees, it was recommended that steps be taken to raise salaries to a level competitive with those found elsewhere and to eliminate internal salary discriminations based upon sex or race. Several tables present detailed data. (PB)

ED 088 524 IR 000 366
Hamreus, Dale G. Carl, Loring
Media Guidelines: Development and Validation of Criteria for Evaluating Media Training. Volume One; Procedures. Final Report.
Oregon State System of Higher Education, Monmouth. Teaching Research Div.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-8-0520
Pub Date Aug 73
Grant—OEG-9-8-000520-0143(007)
Note—161p.; See also IR 000 367
EDRS Price MF-$0.75 HC-$7.80
Descriptors—*Educational Programs, *Guidelines, Higher Education, Instructional Media, Media Research, *Media Specialists, Professional Education, Professional Training, Program Descriptions, *Program Evaluation, *Program Planning
Identifiers—*Project Media Guidelines
A developmental effort--the Media Guidelines Project--sought to create and validate criteria to assist in planning media training programs, in evaluating media-related training proposals, and in assessing training program outputs. The ultimate purpose was to insure the development of manpower with the competencies which will be required in the future. The researchers first mapped the media domain, conducted a task analysis of current media-related jobs and clustered these by type and function, and generated future-oriented, media-related job descriptions. Following this, information was gathered on media training program requirements and a review of media training literature was conducted. Finally, a manual was developed to provide guidelines for planning and evaluating media training programs. This manual has proven to be a practical device whose use facilitates the development and evaluation of media training programs. (PB)

ED 088 525 IR 000 367
Hamreus, Dale G., Ed.
Media Guidelines: Development and Validation of Criteria for Evaluating Media Training. Volume Two; Guidelines Manual. Final Report.
Oregon State System of Higher Education, Monmouth. Teaching Research Div.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-8-0520
Pub Date Jun 70
Grant—OEG-9-8-000520-0143(007)
Note—321p.; See also IR 000 366
EDRS Price MF-$0.75 HC-$15.00
Descriptors—*Educational Programs, *Guidelines, Higher Education, *Manuals, Media Research, *Media Specialists, Professional Education, Professional Training, *Program Evaluation, Program Planning
Identifiers—Guidelines Manual, *Project Media Guidelines
The Guidelines Manual produced by the Media Guidelines Project consists of five major sections, the first of which is a checklist offering a roster of criteria related to media training programs and against which planners and evaluators can develop concepts, gather information, construct specifications and make judgments. The second part of the manual provides a conceptual organization of the media domain and training program recommendations which map the realm of media and report on the status, demands and priorities for media training. Section III lists job descriptors, arranging these work elements under responsibility groupings and functions, while the following section deals with media training for the future, projecting trends in media, the influence of tangential forces, and their implications for the training of media specialists. The report concludes with an annotated bibliography which compiles approximately 250 references pertinent to media training. (Author/PB)

ED 088 526 IR 000 368
Sullivan, Dennis J. And Others
A Survey of the Present State-Of-The-Art In Learning Center Operations.
Air Force Human Resources Lab., Lowry AFB, Colo. Technical Training Div.; Hughes Aircraft Co., Los Angeles, Calif.
Report No—AFHRL-TR-74-11
Pub Date Feb 74
Note—116p.
EDRS Price MF-$0.75 HC-$5.40
Descriptors—*Cost Effectiveness, Educational Facilities, Educational Objectives, Educational Resources, *Individualized Instruction, Instructional Design, *Learning Laboratories, Military Training, State of the Art Reviews, Surveys, Teaching Techniques, Technical Education, *Training Laboratories, Training Techniques
A survey of 28 military industrial, government, and academic learning centers was conducted. The purposes were to document the state of the art in the establishment and operation of these centers and to determine their potential usefulness in terms of being able to provide individualized, cost-effective instruction in Air Force training programs. The survey identified each center's goals, instructional techniques, and learning resources; attention was also paid to instructional development procedures, courseware production and maintenance philosophy. Student time savings, increased learning and cost-effectiveness were generally reported, although specific cost data were hard to retrieve. The learning centers deemed most effective were those which: 1) were designed to meet clearly defined, existing instructional needs; 2) specified student performance requirements; 3) were administered under a unified system which controlled the quality of courseware content and production; and 4) developed and produced their own courseware to meet specific needs. (Author/PB)

ED 038 527 IR 000 369
Mavor, Anne S. Vaughn, W. S., Jr.
Development and Implementation of a Curriculum-Based Information Support System for Hamline University.
Hamline Univ., St. Paul, Minn.; Whittenburg, Vaughan Associates, Inc., Landover, Md.
Spons Agency—National Science Foundation, Washington, D.C. Office of Science Information Services.
Pub Date Jan 74
Note—113p.
EDRS Price MF-$0.75 HC-$5.40
Descriptors—*Educational Resources, *Higher Education, Information Dissemination, Information Needs, Information Science, *Information Scientists, Information Services, *Information Systems, *Instructional Materials, Librarians, Program Descriptions, Systems Analysis, Systems Approach
Identifiers—*Curriculum Based Information Support System, Hamline University
An information system analysis, development, and implementation program was conducted at Hamline University to create a dynamic, responsive targeted information system that would support curriculum-based requirements. Existing information system inadequacies were diagnosed; a new concept was proposed and empirically tested. The concept was put into effect on a small scale and used to project the requirements of an

expanded operation, and a full-scale system was implemented. The system focused upon the information specialists who linked information requirements generated by the curriculum to information resources; task models of courses were constructed and used to derive information needs and to evaluate products and services. The system proved to be effective, for interactions with librarians rose by a factor of three for students and 14 for faculty. Material provided from off-site sources increased tenfold and the judged effectiveness of disseminated materials was around 85 percent. Professors expanded the range of material in their courses and modified the format of some courses due to the availability of the information specialists, who became the partners of the professors in enriching the educational experiences of the students. (Author/PB)

ED 088 528 IR 000 370
Wolff, Laurence
Educational Reform and Instructional Television In El Salvador.
Agency for International Development (Dept. of State), Washington, D.C. Bureau for Technical Assistance.
Pub Date Dec 73
Note—21p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Academic Aspiration, *Developing Nations, *Educational Change, Educational Development, Educational Innovation, *Educational Television, Grade 7, Grade 8, Grade 9, Instructional Innovation, *Instructional Technology, *Instructional Television, Junior High Schools, Program Descriptions, Program Evaluation
Identifiers—Educational Reform Program, *El Salvador, ITV
Instructional television played a significant role in El Salvador's efforts to reform grades 7, 8 and 9 of its educational system. The goals of the reform were to increase enrollments, eliminate tuition in public schools, lower failure rates, retrain teachers, improve the curriculum, and train students for service and technical careers. Changes in the system at least partially attributable to the use of instructional television (ITV) included a tripling of public school enrollments, increased student achievement, the development of positive attitudes toward education and technology, the improvement of teaching, and the general raising of educational aspirations. Other developing nations seeking educational reform can profit by following El Salvador's example regarding strong leadership and the use of a system approach, but should be cognizant of several attendant problems. These include: 1) the difficulty of providing personnel and facilities to produce ITV programing; 2) the need to uncover better ways of implementing change in traditional societies; 3) rising absolute costs, even when the system is cost-effective; and 4) the tendency of students to maintain unrealistic educational aspirations and to adhere to an outmoded but prestigious academic curriculum. (LB)

ED 088 529 IR 000 371
Cochran, Lida M., Ed. Cochran, Lee W., Ed.
The Future of Instructional Technology. Summary Report of the Lake Okoboji Educational Media Leadership Conference (19th Iowa Lakeside Laboratory, Lake Okoboji, Milford, Iowa, August 12-17, 1973).
Iowa Univ., Iowa City. Audiovisual Center.
Spons Agency—Association for Educational Communications and Technology, Washington, D.C.; Iowa Univ., Iowa City. Div. of Extension and Services.
Pub Date Aug 73
Note—133p.
Available from—William B. Oglesby, Director, Audiovisual Center, The University of Iowa, Iowa City, Iowa 52242 ($2.50)
EDRS Price MF-$0.75 HC-$6.60
Descriptors—Conference Reports, Educational Innovation, *Educational Technology, *Futures (of Society), *Instructional Media, *Instructional Technology, Leadership Training, Social Change, Technological Advancement
Identifiers—Association Educational Communications Technology, *Lake Okoboji Educational Media Leadership Conf
A summary is provided of the proceedings of the 19th Lake Okoboji Educational Media Leadership Conference. The first section of the report presents a transcript of the conference's keynote address, which deals with projections, probes and problems of instructional technology in the future. Brief reviews of each of the general sessions are next given, followed by reports of the six study committees into which the participants were grouped throughout the conference. These treat, respectively, the following topics: 1) the future of society in the year 2002 A.D.; 2) education and curriculum trends; 3) strategies for improving instructional technology; 4) the management and funding of media programs; 5) the instructional technologist in the year 2000; and 6) change processes viewed as strategies for moving into the future. An appendix presents a compilation of concerns voiced by delegates. (LB)

ED 088 530 IR 000 372
Lange, Carl J. And Others
Films and Group Discussions as a Means of Training Leaders.
George Washington Univ., Alexandria, Va. Human Resources Research Office.
Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.
Report No—HumRRO-TR-27
Pub Date Mar 56
Note—44p.; Prepared by Human Research Unit Nr 2, CONARC, Fort Ord, Calif.
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*Discussion (Teaching Technique), *Discussion Groups, Discussion Programs, Educational Research, *Instructional Films, *Leadership Training, Military Science, Military Training, Officer Personnel, *Problem Solving, Sound Films
Research sought to develop and evaluate a sound film-discussion technique for training junior officers in military leadership. The modified course aimed to give students the opportunity to solve realistic problems. Ten films were produced depicting typical problems officers encounter and classes receiving training were divided into small groups to discuss problems immediately after viewing the film. A representative of each group then participated in a panel discussion before the entire class. Both students and instructors had positive attitudes toward the new technique. Students' comments reflected a broadening of their points of view in dealing with leadership problems and they gained experience in analyzing problems and showed increased confidence in their judgement. Students who received the special training showed greater improvement in the quality of their solutions to leadership problems than did students who underwent regular training; furthermore, students from the experimental classes were also better judges of who the best leaders in the class were. It was concluded that the use of the sound film-discussion technique would improve present leadership training. (Author/LB)

JC

ED 088 531 JC 740 078
Finch, Harold L. Tatham, Elaine L.
Demographic Planning Workshop, October 11-13, 1973.
Johnson County Community Coll., Shawnee Mission, Kans.
Pub Date 73
Note—204p.; Workshop conducted by Sheridan College of Applied Arts and Technology, Oakville, Ontario
EDRS Price MF-$0.75 HC-$10.20
Descriptors—Computer Programs, Demography, *Enrollment Projections, *Mathematical Applications, Measurement Techniques, Population Growth, *Population Trends, *Research Methodology, *Statistical Analysis, Vocabulary, Workshops
Fictitious data for a hypothetical county are used to illustrate the basic terminology and methodologies which may be used in population and enrollment projections. Assignment material together with sample computer solutions are provided. The appendices include material on the following topics: (1) major elements of a community needs survey; (2) sample proposal (phase I): development of an educational enrollment model for Johnson County; (3) sample proposal (phase II): expansion of JCCC's (Johnson County Community College) demographic planning model to accommodate enrollment studies of all school districts of Johnson County; (4) sample study for church planners; (5) sample study for hospital planners; and (6) sample community service report: historic and projected population data for Johnson County, Kansas. (Author)

ED 088 532 JC 740 079
Hargraves, Darroll R.
Second Preliminary Report to the Provost, Tanana Valley Community College Developmental Study.
Alaska Univ., Fairbanks.
Pub Date 11 Feb 74
Note—25p.
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*College Planning, *Community Colleges, Community Involvement, *Cooperative Planning, Educational Needs, *Educational Planning, Enrollment Projections, Models, *Program Development
The second preliminary report on the development and planning for a community college to serve the Fairbanks area covers the following topics: (1) events since the first preliminary report, (2) meetings with community groups, (3) recommendations and concerns of university faculty, (4) the population to be served by the community college, (5) the feeder role, (6) what the community college will do, and (7) the next steps to be carried out in the development process. Charts illustrate the following: (1) the projected new semester enrollments for a community college offering academic credit courses and programs at the freshman and sophomore level, (2) an example of enrollment projections for a four-year institution and community college comparable to the Fairbanks situation, and (3) a possible organizational model. A model for the community college proposed by the Tanana Valley Community College Citizens' Advisory Committee is appended. (KM)

ED 088 533 JC 740 080
Walters, Raymond L.
Michigan Department of Corrections Jailer Specialist Training Program. Final Report.
Michigan State Dept. of Corrections, Lansing.
Pub Date 20 Aug 73
Note—59p.
EDRS Price MF-$0.75 HC-$3.15
Descriptors—Community Colleges, Correctional Rehabilitation, Corrective Institutions, *Inservice Education, Law Enforcement, *Police, *Police Seminars, Professional Training, *Sensitivity Training, *Simulation, Training Techniques
Following a survey of Michigan sheriffs concerning training needs, a training program for Michigan correction officers was developed. Several types of programs were established to meet the differing needs of local departments: a one-day, 8-hour seminar and a 14-week, 82-hour evening program for smaller departments; a two-day seminar for matrons, a two-week, 80-hour program for medium-sized departments; a four-week, 160-hour program for larger departments, and correspondence courses and video tape training for followup. Ninety percent of the material is oriented toward behavioral science; the remainder concerns record keeping and related matters. The programs were established as accredited courses at the community colleges at which they were held. Response to the training program for matrons was particularly enthusiastic and greatly exceeded expectations. Response was also overwhelmingly enthusiastic to the "jailing the jailers" phase of training conducted to sensitize officers to the reality of imprisonment. The lockup phase was conducted as follows: (1) trainees were processed like ordinary criminal suspects; (2) all lights were kept on and all windows closed; (3) no radios, books or games were allowed; (4) contact between guards and trainees was kept to a minimum; (5) trainees were not told when they would be released (they were actually imprisoned for 24 hours); and (6) a six-hour encounter group was held immediately after release. In one year, 448 persons from 87 law enforcement agencies were trained, totals which more than quadrupled expectations. (KM)

ED 088 534 JC 740 081
Voris, Clyde A.
The Junior College Approach to Retail Marketing and Sales Success.
Cincinnati Univ., Ohio.
Pub Date Dec 70
Note—36p.

EDRS Price MF-$0.75 HC-$1.85
Descriptors—Business Education, Community Colleges, Distributive Education, Employer Attitudes, Junior Colleges, *Managerial Occupations, Manpower Needs, *Marketing, Merchandising, *Retailing, *Sales Occupations, Sales Workers, Surveys, Vocational Education

The primary objective of this study was to ascertain from retail merchants the amount and type of formal college education desirable for optimum performance of typical mid-management retail positions, such as store manager, department manager, and buyer-merchandiser. The investigation also was concerned with any job stability differences between the four-year college graduates of business-marketing programs and the two-year college graduates, with the need for a close working relationship with the merchants, and with an effective student-job program. The questionnaire responses of 161 (a 55 percent response) retail business firms throughout the U. S. and Canada were analyzed. Personal interviews were used as a supplementary method. The following conclusions were reached: (1) The two-year junior college retail program is adequate education for students seeking careers in retail mid-management positions. (2) Many retail merchants believe the two-year junior college retail graduate to be more stable than the four-year business-marketing graduate. (3) A number of merchants are unacquainted with the two-year junior college retail program. (4) A high level of industriousness is essential for success in retail management, and there are ample well-paying positions for the two-year retail graduates. (5) Communities should provide two-year junior colleges with retail management programs of high quality and their graduates with suitable employment. (Author/KM)

ED 088 535 JC 740 085
Kintzer, Frederick C., Ed.
Summer Workshop for New Community Junior College Presidents and Wives.
California Univ., Los Angeles. Graduate School of Education
Pub Date 73
Note—85p.; Workshop conducted at UCLA, July 8-13, 1973
EDRS Price MF-$0.75 HC-$4.20
Descriptors—Administrator Role, Board Administrator Relationship, *College Administration, *Community Colleges, Conference Reports, Educational Administration, Personnel Management, *Presidents, Student Personnel Services, Teacher Evaluation, *Workshops

The report on the 1973 Summer Workshop for New Community Junior College Presidents and Wives contains the presentations, or summaries of them, made by members of the workshop staff and summaries of the major discussions. These papers and discussions are: (1) Community College Administration: Part I, Great Challenges Ahead, and Part II, Design and Implementation of a New Philosophy of Community College Education; (2) President-Board Relationships: Building a Bridge of Communication; (3) The Human Side of Management: Applications to Community College Administration; (4) State, Regional, and National Systems of Education: Coordination or Control?; (5) Panel Discussion on Instruction: Why Be Concerned?; (6) Human Development: Self-Actualization by Group Process; (7) Student Personnel Services; (8) Evaluation of Professional Performance; (9) Recommended Evaluation Procedures for MCCCD; (10) Office of Affirmative Action at Grossmont College; (11) Organization and Administration of Community Services Programs; and (12) New Community Programs: A Symposium. Sessions for presidents' wives dealt with the topics of their role, human potential, achieving goals, flower arranging, and entertaining. (KM)

ED 088 536 JC 740 090
Meyer, Donald P.
Yes, We Have Computer Assisted Counseling.
Johnson County Community Coll., Shawnee Mission, Kans.
Pub Date 72
Note—8p.; Paper presented at the National Association of Student Personnel Administrators (Denver, Colorado, April 10, 1972)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Community Colleges, *Computer Oriented Programs, *Counseling Programs, Counseling Services, Counselor Functions, Data Bases, Data Processing, *Educational Counseling, Student Personnel Programs, Student Records

The Johnson County Community College has decentralized counseling services in which counselors are located in the office areas of the various divisions rather than in a separate counseling office. Counselors are recruited with backgrounds in the specific program areas for which they will be responsible. The counseling program emphasizes referral to other community agencies rather than duplicating community services at the college. The key ingredient in the program is an online system in which the counselor has full-time access to a computer where all the demographic, transcript, course and program information is stored. During a conference, the student and counselor can enter the courses chosen into the computer system. At the end of the interview, the counselor touches the "send" button and the courses chosen are stored by the computer. During registration, the computer makes checks for time conflicts, pre- or co-requisites, and class capacity. Grade reports are also done by computer. This system is particularly useful in a multi-campus college. (KM)

ED 088 537 JC 740 091
Sheparovych, Zenon B.
The Change of Managerial Policies at Essex County College Learning Resources Center and Introduction of Management by Objectives System.
Pub Date Jan 73
Note—11p.; D.Ed. praticum, Nova University; Appendix will not reproduce clearly
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Administrative Organization, Decision Making, *Management Systems, *Objectives, *Organizational Change, Organizational Development, Resource Centers, Systems Analysis, *Systems Development
Identifiers—*Management By Objectives

The Essex County College Learning Resources Center was established within a two-month period in 1968, allowing no time to train personnel, develop procedures, or do organized planning. Consequently, the Director developed a tight central leadership and decision-making system. It was decided that the organization needed a management system that would guide the organization toward pre-set goals, decentralize decision-making, provide performance standards, improve individual performance, increase motivation, and create participative management. The management by objectives (MBO) system was chosen. Staff were trained in MBO procedures. Written objectives were prepared for projects to be executed between February, 1972 and January, 1973. A scheduling board was set up to facilitate visual followup of the projects. Evaluative procedures for testing the results were also set up. Findings show that there is better planning, since department heads have to prepare objectives periodically. MBO improved the Director's performance by decentralizing his authority. Evaluation is facilitated through the wealth of quantitative and qualitative data offered by MBO. It was concluded, based on one year of testing, that MBO provided considerable administrative improvement. (KM)

ED 088 538 JC 740 092
Jioia, Joseph
The Newspaper: A Vehicle for Delivery of College Courses.
Moraine Valley Community Coll., Palos Hills, Ill.
Pub Date 74
Note—8p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Adult Education Programs, *Adult Students, American History, *Community Colleges, *Correspondence Courses, Course Organization, *Newspapers, School Community Programs, Short Courses

A course in post-Civil War U. S. history was offered through a local newspaper during the fall semester of 1973. One instructional unit was presented each week for 13 weeks in the newspaper, and the final exam was offered on campus. Weekly units included behavioral objectives, historical interpretation, self-tests, and bibliographies. The mid-term was given in the newspaper as one of the units. The exam was returned to the college for scoring, but the grade did not affect the student's course grade. Those who passed the final exam were given three hours of undergraduate credit in U. S. history. Optional open-discussion forums were held on campus during the course, and the instructor was available for conferences twice a week. A course evaluation form was included in the last newspaper unit. A followup questionnaire will be sent in September of 1974 to those who completed the course. By the night of the final exam, 130 people had paid the course tuition fee; 118 took the final exam and 115 passed it. Evaluation questionnaires revealed that 63 percent of those who finished the course were women, over 50 percent of whom were over 30 years old. Over half indicated that an important reason for taking the course was their inability to attend classes on campus. (KM)

ED 088 539 JC 740 093
Behrendt, Richard L.
Attrition/Retention Patterns at HJC. Final Report.
Hagerstown Junior Coll., Md.
Pub Date Feb 74
Note—98p.
EDRS Price MF-$0.75 HC-$4.20
Descriptors—Community Colleges, Dropout Rate, *Dropout Research, Institutional Research, *Junior Colleges, *School Holding Power, Statistical Analysis

A study was made of the attrition/retention pattern at Hagerstown Junior College. Four groups were studied, those first enrolled in fall 1971, spring 1972, fall 1972, and spring 1973. Results showed that: (1) the attrition rate for full-time students has declined markedly; (2) the attrition rate for part-time students has increased very slightly; (3) for full-time students, the attrition rate over the summer is much higher than between the fall and spring semesters; (4) for full-time non-returnees, the most frequently listed reasons were employment and transfer to another school; (5) for part-time non-returnees, the most frequently listed reason was that they were interested in only one course; (6) the number of transfers and readmits who enroll for the first time is fairly constant for either fall or spring semesters, while most new first-timers enroll in a fall semester; (7) of the total fall 1971 enrollment, nearly 31% have graduated before fall 1973 (42.5% of the full-time, 12.4% of the part-time); (8) of the new, first-time, full-time fall 1971 students, 26.5% graduated before fall 1973; (9) of the full-time students who were returning in fall 1971, nearly 60% graduated before fall 1973; (10) during the five-semester period of study, 112 students out of a total population of 2,390 dropped out for at least one semester and were then readmitted; and (11) attrition in general remains more constant for part-timers than for full-timers. For full-timers, the attrition rate tends to level off after the first couple of semesters. (Author/KM)

ED 088 540 JC 740 094
Behrendt, Richard L.
Graduate Follow-Up Study 1948-73.
Hagerstown Junior Coll., Md.
Pub Date Mar 74
Note—52p.
EDRS Price MF-$0.75 HC-$3.15
Descriptors—*College Graduates, *Followup Studies, *Graduate Surveys, Institutional Research, *Junior Colleges, Post Secondary Education, Questionnaires, Statistical Data, Tables (Data)
Identifiers—*Hagerstown Junior College

Results of a follow-up study of the graduates of Hagerstown Junior College during its existence (1948-1973 inclusive) are provided. During the 26-year period, 1,797 people received either a degree or a one-year certificate from the college. Questionnaires were mailed to all graduates, and 1,359 (77%) were returned. The data are tabulated as to present status, employment, education, and evaluation of Hagerstown Junior College. An appendix provides a copy of the questionnaire. (DB)

ED 088 541 JC 740 095
McGuffey, C. W. And Others
Educational Planning for the Future Development of Pasco-Hernando Community College.
Educational Consultants, Inc., Athens, Ga.
Spons Agency—Pasco-Hernando Community Coll., Dade City, Fla.
Pub Date 73
Note—179p.
EDRS Price MF-$0.75 HC-$9.00
Descriptors—*College Planning, *Community Colleges, *Curriculum Development, Educa-

tional Finance, Educational Planning, *Enrollment Projections, *Governance, Post Secondary Education, Program Development, Student Personnel Services, Technical Reports
Identifiers—Pasco Hernando Community College
The purpose of this study was to develop a long-range educational plan for the future development and expansion of the current program and facilities of Pasco-Hernando Community College. An analysis has been made of available data and related information as a basis for the preparation of a generalized plan to guide the future development of the college. This report includes information about the county areas, provides estimates of the enrollment potential of the college, projects the scope of the instructional program and its supporting services, discusses guidelines for the development of the organization and administration of the college, provides an estimate of future financial needs, and projects future site requirements and space needs for specific developmental phases of the college for the long-range future. (Author)

ED 088 542 JC 740 096
KOCE-TV Needs-Assessment Surveys. Target Population T.V. Discussion Panels.
Coast Community Coll. District, Costa Mesa, Calif.
Spons Agency—Corporation for Public Broadcasting, Washington, D.C.
Pub Date Jan 74
Note—48p.
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*Community Colleges, *Community Involvement, *County Programs, *Educational Television, *Information Needs, Institutional Research, Post Secondary Education, Technical Reports, Television Surveys
Identifiers—*Coast Community College District
The results of panel discussions related to audience development for KOCE, a public UHF television station owned and operated by the Coast Community College District, are presented. Ten panels, representing 10 target population groups, took part in the project: professional and white collar workers, Mexican-Americans, senior citizens, blue collar workers, 18 to 25 year olds, women, junior/senior high school students, handicapped, fifth and sixth grade children, and college-level educators. A summary of the panel discussions is provided, followed by a brief description, outcomes, and programming ideas of each panel. Exhibits present the Discussion Panel Reference Form, Invitation Letter, Information Form for Panel Members, brief resumes of each panelist, and Discussion Areas. (DB)

ED 088 543 JC 740 097
Kinnebrew, Elbert L. Day, Leo R.
Staff Evaluation, Sacramento City College, 1973.
Sacramento City Coll., Calif.
Pub Date 73
Note—31p.; Paper presented at California Junior College Association Research Conference, 1973
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*Administrator Evaluation, College Faculty, *Community Colleges, *Counselor Evaluation, *Evaluation Techniques, Guides, Post Secondary Education, Staff Improvement, *Teacher Evaluation
Identifiers—*Sacramento City College
Efforts of Sacramento City College in performing evaluations of instructors, counselors, and administrative staff or management team are discussed. The district and college philosophy, goals and objectives, standards, and procedural calendar as related to staff evaluation are outlined. Details involved in the treatment of the evaluation data are provided in evaluation forms and data processing references. (DB)

ED 088 544 JC 740 098
State-Wide Community College Conference on Gerontology and Aging Programs. Summary.
California Community Colleges, Sacramento. Office of the Chancellor.; California Junior Coll. Association, Sacramento.
Pub Date [73]
Note—11p.; Conference held in Los Angeles, November 30 to December 1, 1973
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Adult Education, *College Role, *Community Colleges, Conference Reports, *Curriculum Development, *Educational Needs, *Older Adults, Post Secondary Education, School Community Cooperation, State Legislation, Workshops
Identifiers—*California
Addresses presented and workshop sessions held at a conference on the role of the community colleges in providing programs and services for the aged population are summarized. The addresses focused upon the potential of the community college in delivering educational services, the need for social re-entry of the aging, pre- and post-retirement training for the aging, the curriculum and methods for education for older adults, and services that can be provided by the community college. The six workshops were concerned with the following subject areas: Education and Training Approaches in Gerontology--Curriculum Development and Needs Assessment; Direct Educational Services (Pre- and Post-Retirement/Curriculum Development and Needs Assessment); Using the Elderly as a College and Community Resource--Availability and Placement; Legislation in the Aging Field--Implications for Education; Aging Agencies and Community Colleges--Leadership, Planning, and Financing; and Special Problems in Reaching the Aged--The Isolated, the Minority, the Poor. (DB)

ED 088 545 JC 740 099
Implications on Innovation in Instruction. Summary Report.
Bergen Community Coll., Paramus, N.J.
Pub Date 9 Nov 73
Note—37p.; Proceedings of Community College Association for Instruction and Technology Fall National Conference on Instructional Assessment (Nov. 9, 1973, Paramus, N.J.)
Available from—Library Learning Resources Dept., Bergen Community College, 400 Paramus Road, Paramus, N.J. 07652 (Members $0.50, Non-Members $1.00)
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*Community Colleges, Conference Reports, *Curriculum Design, *Educational Technology, *Instructional Innovation, Post Secondary Education, Seminars, *Teaching Techniques
Identifiers—*Bergen Community College
These conference proceedings provide summaries of remarks and two papers presented and reports of 12 seminars. The papers summarized are "Fourth Revolution-Challenge to the Community College" by Dr. Phil C. Lange and "Criterion Referenced Instruction" by Dr. Robert F. Mager. The 12 seminar topics were: Open Door, Not Revolving Door; New Role of Instructor; Student Placement and Achievement Measures; Management by Objectives; Learning Laboratories; Individualized Instruction; College without Walls; Facility Planning; Instructional Design Systems; Integrated Learning Resource Center; Performance Objectives; and Curriculum engineering. For each of the seminars, the major issues discussed, problems and pitfalls, outcome of discussion, and recommendations are reported, and a summary is provided. The conference participants are listed, and the Committee for Bergen Community College is named. (DB)

ED 088 546 JC 740 100
Corcoran, Thomas B. Burke, Ross
Factors Affecting Enrollment in Engineering-Related Technical Programs in Community Colleges. Final Report.
Syracuse Univ. Research Corp., N.Y. Educational Policy Research Center.
Spons Agency—New York State Education Dept., Albany. Bureau of Occupational Education Research.
Report No—SURC-TR-73-554
Pub Date Feb 73
Note—198p.
EDRS Price MF-$0.75 HC-$9.00
Descriptors—*College Curriculum, *Community Colleges, Educational Policy, *Engineering Technology, *Enrollment Trends, Post Secondary Education, Program Evaluation, *Recruitment, Technical Education, Technical Reports
Identifiers—*State University of New York
This report and its appendices are the results of a study of recruitment and retention "problems" in the various engineering technology programs offered by the community colleges of the State University of New York (SUNY). The focus of the report and all but one of the appendices is upon the recruitment problem. There are five sections in the report proper. Section one provides a brief description of the methodology employed by the research group of the Educational Policy Research Center. The second section examines some conditions under which recruitment might be perceived to be a "problem" that requires policy action. In the third section, an analysis is made of the factors that influence individual decisions to enroll or not to enroll in engineering technology programs, their relative weight, and their tractability. Section four describes some of the recruitment procedures that have been found to be effective. The fifth section contains the recommendations of the Educational Policy Research Center. The six appendices to the report are: A Forecast of Future Need for Technicians; Analysis of SUNY Enrollments by Type of College 1968-71; A Review of Factors Affecting Recruitment into Post-Secondary Technical Education; Recruiting Techniques; Intervention Strategies for Increasing Enrollments in Community College Technical Programs; and The Attrition "Problem" in the Community College. (DB)

ED 088 547 JC 740 101
Cohen, Arthur M. Brawer, Florence B.
The Rio Hondo Exploratory College, 1970-1974.
California Univ., Los Angeles.
Pub Date Mar 74
Note—98p.
EDRS Price MF-$0.75 HC-$4.20
Descriptors—Career Choice, *Community Colleges, Experimental Curriculum, *Experimental Programs, Experimental Teaching, Flexible Schedules, Independent Study, Individual Development, *Individualized Programs, Interdisciplinary Approach, *Program Evaluation, Small Group Instruction
Data for the evaluation of the Rio Hondo Exploratory College were obtained from a review of the literature and background materials, interviews with faculty, staff, and the board of trustees, and questionnaires administered to faculty and students. According to planning documents and the perceptions of administrators and staff at Rio Hondo College, the Exploratory College was supposed to lead students to: make career choices, gain personal development, understand the relationships among academic disciplines, participate in their community, explore various academic paths, and learn what they would in an unpressured environment. It was also to offer faculty a chance to develop new forms of curriculum and instruction and demonstrate and disseminate new ideas. With such a variety and number of expectations, the college cannot help to meet every expectation. The college has allowed students to explore various academic disciplines but not helped them less to make career choices. The college has allowed participants to learn in an unpressured environment, but has not developed more community participation. In view of the conservative nature of the students at the community college, the exploratory college has been quite successful in attracting between 130 and 150 students per term. The exploratory college is unlikely to expand either its enrollment or its curriculum because by its nature, a program such as this will not attract large numbers of students or faculty. (KM)

ED 088 548 JC 740 102
Taylor, Anita
Can Community Colleges Survive the PhD Glut?
Pub Date Oct 73
Note—11p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—College Faculty, *Community Colleges, *Doctoral Degrees, Educational Philosophy, *Employment Patterns, *Faculty Recruitment, Labor Market, Occupational Aspiration, *Teacher Qualifications
The impact of the current employment situation on hiring faculty for community college teaching is examined. It is concluded that prospects for improving the quality of learning in community colleges are not particularly enhanced by the apparently growing surplus of new PhDs in our field. On the contrary, it is suggested that hiring PhDs for community college teaching can be a serious mistake. Most PhDs would not be happy working under community college conditions; e.g., teaching only basic courses with virtually not support for research or other professional activities. Moreover, education toward a doctorate does not prepare these graduates to do the kind of job needed in a community college. (Author/KM)

ED 088 549 JC 740 103
Elsner, Paul A. Brydon, Charles W.
Nonpunitive Grading Practices and Policies.
Peralta Community Coll. System, Oakland, Calif. Office of Educational Services.
Pub Date Jan 74
Note—113p.
EDRS Price MF-$0.75 HC-$5.40
Descriptors—Academic Standards, Community Colleges, *Credit No Credit Grading, *Data Analysis, *Grading, Historical Reviews, Pass Fail Grading, *School Policy, *State Laws
Identifiers—*Course Withdrawal
Information pertaining to the overall grading standards and practices within the five Peralta Colleges is compiled and analyzed here. The report is presented in three parts. The first part deals with the historical background of traditional and non-punitive grading, the national trends toward innovation and experimentation with various forms of nonpunitive grading and a review of several studies on grading practices and policies in California Community Colleges. The second part deals with the formal laws, rules, regulations and policy statements that make up the legal background of the issue of grading. This section covers the constitutional background, California statutory provisions, Title 5 of the California Administrative Code, the Peralta Board Policy Manual, and college catalogs. The third and concluding section contains the actual compilation and analysis of the Peralta grade distributions and course withdrawal frequencies: limitations, grade distribution comparisons (institutional patterns and departmental patterns), Peralta course withdrawal frequencies, and summary and analysis. Relevant codes, regulations and data analyses are appended. (KM)

ED 088 550 JC 740 104
Staff and Program Development in Florida's Public Community Colleges, 1972-73.
Florida State Dept. of Education, Tallahassee. Div. of Community Junior Colleges.
Pub Date Feb 74
Note—63p.
Available from—Textbook Services, 317 Knott Building, Tallahassee, Florida, at $0.41 per copy
EDRS Price MF-$0.75 HC-$3.15
Descriptors—Community Colleges, *Curriculum Development, *Expenditures, *Guidelines, Program Descriptions, *Program Development, Program Evaluation, Resource Allocations, Staff Improvement, *Tables (Data)
Guidelines and forms used in staff and development efforts in Florida's public community colleges are provided. Following these are a tabulation and brief summary of the staff and program development activities at each of the community colleges. After the title and a brief description of each program, the following types of information are coded for each: functional area primarily served, college program primarily served, success of the activity (institutional judgment), and value of the activity (institutional judgment). An analysis of the programs according to resource allocations and expenditures concludes the report. (KM)

ED 088 551 JC 740 105
Opitz, Armand M.
An Innovative Approach to Orientation at One Comprehensive Community College.
Pub Date Jun 73
Note—63p.
EDRS Price MF-$0.75 HC-$3.15
Descriptors—Career Planning, Community Colleges, Course Content, *Course Descriptions, Course Organization, Group Relations, *Instructional Innovation, Interpersonal Competence, *Orientation Materials, Peer Teaching, Performance Contracts, *School Orientation, Self Concept
Several innovative approaches to the orientation course that have been tested in a community college are described. These approaches emphasize the areas of orientation of special importance in the community college: adjustment to the freedoms and responsibilities of being a college student, development of communication skills and relationships with others, how to study, use of the college library, mechanics of survival in college (registration, seeking help, etc.), career exploration, and achievement/motivation to establish individual identity and goal orientation. The following courses are described: Psychology of Learning, General 100 (involving grade contracts), a packaged approach to orientation (for evening students for whom an extra class would be an inconvenience), peer leaders as part of the orientation class, humanistic education (focusing on effective communication and group relations). An orientation "core" is discussed as a possibility for the future. A bibliography of additional resources is also provided. (KM)

ED 088 552 JC 740 106
Morgan, Don A., Ed.
Two Year College Faculty Problems: Master Contracts, Pros and Cons.
Minnesota Univ., Duluth. Continuing Education and Extension Center.
Pub Date Jan 74
Note—46p.; Proceedings of a conference held as part of the annual Iron Range Institute on Two Year College Faculty Problems (2nd, July, 1973)
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*Collective Bargaining, Collective Negotiation, *College Faculty, Community Colleges, Conference Reports, *Contracts, *Teacher Administrator Relationship, Teacher Associations, Teacher Welfare, Teaching Conditions
The principal papers presented at this conference were as follows: (1) "We've Come a Long Way, Baby" by Thomas F. Stark, (2) "Hey! Who Runs This Show?" by Clair T. Blikre, and (3) "Bargaining Allows Teachers to Teach!" by Ralph Chesebrough. The background, purposes and activities of the Iron Range Institute are described. The appendix, Career Education in Post-Secondary Institutions, contains a summary of the reports of the workshop participants. (KM)

ED 088 553 JC 740 107
Faculty Compensation Report, 1973-1974.
Cuyahoga Community Coll., Cleveland, Ohio.
Pub Date Feb 74
Note—25p.
EDRS Price MF-$0.75 HC-$1.85
Descriptors—Administrative Policy, College Faculty, *Community Colleges, *Junior Colleges, Post Secondary Education, Questionnaires, *School Surveys, Tables (Data), *Teacher Salaries, *Teaching Load, Technical Reports
The results of a survey made of faculty compensation and instructional load policy in junior colleges are presented. A total of 34 community-junior college districts were sent a questionnaire, to which 22 district offices, representing 47 colleges, and 1 college not representing a district replied. Institutions were asked to report the number of full-time faculty, their average 1973-1974 full-time salary, fringe benefit and total compensation amounts, their definition of a full-time instructional load in terms of credit hours and clock hours per week, and their means of remunerating part-time faculty. In addition, information was elicited as to the percent increases in average salary used for budget planning, the actual percent general increase in average salary, the length of their most recent agreement on faculty salary, whether their faculty participate in collective bargaining or if collective bargaining arrangements are being developed, and whether a cost-of-living adjustment is included in their compensation agreement. Tables provide the survey data. An appendix provides a copy of the questionnaire with attachments. (DB)

ED 088 554 JC 740 108
Kovach, Robert V.
Institutional Research in the Community College.
Pub Date 30 Nov 71
Note—30p.; Paper prepared for Education 982 course, Michigan State University
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*Community Colleges, *Institutional Research, *Junior Colleges, Post Secondary Education, Program Evaluation, *Research Needs, Technical Reports
Institutional research in the junior-community college is discussed as related to the following questions: (1) What is institutional research? (2) Why has there been such an emphasis on it in recent years?; (3) What should be the goals and guiding principles of a community college institutional research operation? (4) Where should the institutional researcher be located in the organizational structure of the community college? (5) How does one evaluate the effectiveness of an institutional research program? and (6) What are some of the major issues or problems confronting the practice of institutional research in today's community college? (DB)

ED 088 555 JC 740 109
Wilson, Reginald
Humanizing Community-Junior College Environment: Toward Change--Staff Development.
Pub Date 26 Feb 74
Note—8p.; Paper presented at AACJC National Convention, February 26, 1974
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Community Colleges, Educational Philosophy, *Junior Colleges, Post Secondary Education, Speeches, *Staff Improvement, *Student Characteristics, Student Needs, *Student Teacher Relationship
Three issues involved in staff development in the junior-community college are discussed. These issues are: (1) the impact of the history of the community college on both staff recruitment and development, (2) the characteristics, both cognitive and affective, of the "new" non-traditional student, and (3) the interaction of the "-new" staff with these "new" students and how each is made most productive for the other. (DB)

ED 088 556 JC 740 110
Padilla, Bennie J.
Follow-Up Study of Graduates from the 1973 Los Angeles City College Registered Nurse Program.
Los Angeles City Coll., Calif.
Report No—RS-74-2
Pub Date Mar 74
Note—25p.
EDRS Price MF-$0.75 HC-$1.85
Descriptors—College Graduates, *Community Colleges, Employment Patterns, *Followup Studies, *Institutional Research, *Nurses, Participant Satisfaction, Post Secondary Education, *Program Evaluation, Questionnaires, Technical Reports, Test Results, Vocational Education
Identifiers—*Los Angeles City College
A follow-up study was made of the graduates of the 1973 Los Angeles City College registered nurse program in order to: (1) evaluate the program's effectiveness and value, (2) counsel current and future students in the program, (3) answer questions of legislators, accrediting bodies, and other interested groups, and (4) improve the quality of education at the college. To obtain the needed information, answers were sought for the following questions: (1) How successful were the students on the State Board Test Pool Examination? (2) How did the average scores on the five areas of the test compare with the average test scores of the graduates of the classes of 1958-1962? (3) How successful were they in finding employment? (4) What was their earning power? (5) What kind of attitudes did the graduates have toward the program? and (6) What recommendations, if any, did they suggest for improvement of the program? Questionnaires were sent to the 78 graduates of the 1973 program of which only 18 were returned. The responses are tabulated or listed. These show that the graduates had little trouble finding employment, and in areas of nursing that they preferred. Starting salaries were good. Only two respondents reported that they were currently enrolled in courses to further their education. A comparison of scores between the two groups of graduates showed that the department is preparing students as well today as it was previously. The study conclusion is that the college is providing a valuable service to the community through its nursing program. A copy of the questionnaire is provided. (DR)

ED 088 557 JC 740 111
Scheufler, John H.
The President, Colorado Community Colleges, Data Processing, and CAMPUS/COLORADO.
Pub Date 10 Oct 73
Note—45p.; A report to the Colorado Association of Community Junior College Presidents
EDRS Price MF-$0.75 HC-$1.85
Descriptors—Administrator Role, Computer Oriented Programs, *Computer Programs, Data Bases, *Educational Planning, Electronic Data Processing, *Management Information Systems, Models, *Simulation, *Statewide Planning
Identifiers—*CAMPUS COLORADO
The community college president's role in facilitating institutional computer utilization is ex-

plored, and recommendations are made for his/her behavior and priorities in connection with educational concerns, institutional concerns, and statewide concerns. Typical institutional organizational arrangements regarding campus computers, research, planning and development and management information systems (MIS's) involve the following: (1) the director of research, planning and MIS reports directly to the president; (2) data processing, under this director, is a service-oriented function; (3) the development of MIS's and simulation models are a vital function of this director; and (4) two data processing committees exist; one is advisory and the other is user-oriented. To implement CAMPUS/COLORADO on a statewide basis, each institution must first create a data base that is compatible with a common statewide data base. When this has been done, institutional MIS's can be generated from the same data base. In addition, manpower and financial assistance should be supplied to any institution contemplating the CAMPUS/COLORADO model. Institutions currently implementing this model should validate it within the scope of a statewide data base before other institutions implement it. A central statewide computer center should also be established. (KM)

PS

ED 088 558 PS 006 771

Children and Adolescents in the Second Development Decade: Priorities for Planning and Action.

United Nations Children's Fund, New York, N.Y.; United Nations Economic and Social Council, New York, N.Y.

Pub Date 5 Apr 73

Note—149p.

EDRS Price MF-$0.75 HC-$6.60

Descriptors—*Adolescents, Child Development, *Developing Nations, *Early Childhood, Economic Factors, Health Services, *Human Development, National Programs, Nutrition, *Planning, Social Services

Identifiers—*United Nations Economic and Social Council

This United Nations Economic and Social Council study concerns priorities for planning and action during the "Second Development Decade" in relation specifically to children and adolescents in the less developed countries. It has been undertaken in the hope that it may assist individual countries, agencies of the United Nations, and, in particular, the United Nations Children's Fund, in taking a long-range view of the needs of children and adolescents and in integrating these appropriately into the total design of economic and social development. The study summarizes the development trends of the decade of the sixties and the larger economic and social factors which are expected to influence development during the seventies. The second part of the study reviews some of the lessons to be drawn from national and international experience in developing those essential social services, and in seeking greater community participation and voluntary effort in their planning and implementation. The third part of the study attempts to bring together the main conclusions bearing on planning for children and adolescents at the national level. The appendix includes a tentative discussion on priorities for children in different regions of the less developed world. (Author/CS)

ED 088 559 PS 006 780

An Experimental Approach to Developing Model Programs for Early Childhood Education. Final Report.

Kern County Superintendent of Schools, Bakersfield, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Bureau No—68-5141

Pub Date [71]

Grant—OEG-9-8-005141-0065(056)

Note—91p.

EDRS Price MF-$0.75 HC-$4.20

Descriptors—Demonstration Programs, *Early Childhood Education, *Individualized Instruction, Instructional Materials, *Language Instruction, *Learning Disabilities, Multimedia Instruction, *Primary Education, *Program Evaluation, Speech Skills, Teaching Methods

To demonstrate that individualized prescriptive instruction would improve facility in oral language a preprimary class for children three to five years of age was established in Bakersfield, California; and a primary class for children six through eight years of age was established in nearby Shafter. All pupils were of normal intelligence, had no observable physical or emotional problems, and were from a wide range of socioeconomic backgrounds. All pupils had deficits in specific oral language skills. The "innovative" method employed was that of individually prescribed instruction in oral language, in addition to a wide variety of teacher-made materials, tape recorders, telephones, Flashcard Readers, filmstrip-recorder combinations, 8mm loop projectors, and Polaroid cameras. Test results on a variety of measuring instruments showed gains in both the preprimary and primary classes. (CS)

ED 088 560 PS 006 809

Some Problems in Contracting for Federally Assisted Child-Care Services. Report to the Congress by the Comptroller General of the United States.

Comptroller General of the U.S., Washington, D.C.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date 13 Jun 73

Note—53p.

Available from—U.S. General Accounting Office, Room 6417, 441 G Street, N.W., Washington, D.C. 20548 (B-164031(3), $1.00, accompany order by a check or money order)

EDRS Price MF-$0.75 HC-$3.15

Descriptors—Child Care, Community Coordination, Cost Effectiveness, *Day Care Services, *Federal Aid, *Federal State Relationship, Government Publications, *Interagency Coordination, Program Administration, *Program Evaluation

Identifiers—California, Pennsylvania, *Social Security Act Title IV A

Because federal expenditures for child care services provided under contract are increasing, the U.S. General Accounting Office reviewed federal and state administration of contracts for such services in California and Pennsylvania. Under title IV-A, states receive federal funds for child-care programs to help welfare families move from dependency to economic self-sufficiency. Findings of the study indicate that HEW needs an adequate reporting and control system to effectively administer the program. Contract weaknesses, questionable enrollee eligibility, low attendance, fiscal discrepancies, and problems relating to the local share of program costs have hampered program effectiveness and increased costs. Federal coordination is needed to overcome problems of operating multiple federal programs which provide similar services in the same geographic areas. Local coordination is required to ascertain community child care needs and provide the additional resources required to satisfy unmet needs. (CS)

ED 088 561 PS 006 854

Get Set Day Care Program.

Philadelphia School District, Pa.

Pub Date [72]

Note—16p.

EDRS Price MF-$0.75 HC-$1.50

Descriptors—*Academic Achievement, *Day Care Programs, *Kindergarten, Mathematics, Preschool Learning, *Program Evaluation, Reading Readiness, *Teacher Attitudes

Identifiers—Get Set Day Care Program

This report presents the evaluation outcomes of the Get Set Day Care Program currently operating in the School District of Philadelphia and outlines the contents of the instructional program designed to reach these goals. It was hypothesized that the Get Set Day Care children with two years of previous Get Set Day Care experience would: (1) perform better on the Stanford Early School Achievement Test than the children with no previous Get Set Day Care experience in the kindergarten program, and (2) would perform equally as well as all of the children in the kindergarten program in the Philadelphia School District. The sample in the treatment group involved 1,391 children with two years of previous Get Set Day Care experience and 702 children with no previous Get Set Day Care or other nursery experience. The study indicated that Get Set Day Care experiences promote the child's ability to learn in the school environment, particularly in the areas of reading and mathematics. (CS)

ED 088 562 PS 006 861

Pre-Primary Education.

State Univ. of Groningen (Netherlands). Inst. for Educational Research.

Spons Agency—European Cultural Foundation, Amsterdam (Netherlands).

Pub Date [72]

Note—47p.; PS 006 862 contains the appendices to this report

EDRS Price MF-$0.75 HC-$1.85

Descriptors—*Cross Cultural Studies, Curriculum, *Educational Philosophy, Educational Psychology, Educational Theories, *Educational Trends, Family Role, Parent Child Relationship, *Preschool Education, Research, Socialization, Socioeconomic Influences

Identifiers—*Project Europe 2000

This document is the Project Europe 2000 Preprimary Education report of the European Cultural Foundation. The objective of the study was to determine the trends in the child-school-society relation, so that educational planning could be constructed in the context of future needs. To aid in this analysis, data was collected concerning the psychological, sociological, and educational aspects of pre-primary education from three main sources: (1) from current recognized European experts in the field; (2) from six other European pre-primary educational systems (England, France, Italy, Sweden, Federal Republic of Germany, and the USSR); and (3) from conferences and on-site observations. Particular attention is given to the development of education and the teaching of the pre-school child in connection with industrialization, living in towns, and relations within the family. An historical perspective on the development of pre-primary education in Europe has also been included. (CS)

ED 088 563 PS 006 862

Pre-Primary Education. Appendices.

Pub Date [72]

Note—86p.; PS 006 861 is the report of this study

EDRS Price MF-$0.75 HC-$4.20

Descriptors—*Cross Cultural Studies, Curriculum, *Early Childhood Education, Educational Administration, Educational Finance, *Preschool Evaluation, *Program Descriptions, *Questionnaires, School Surveys, Socioeconomic Influences, Standards, Statistical Studies, Teachers

Identifiers—Project Europe 2000

This document collects the appendices to the Pre-primary Education report of Study Project Europe 2000 of the European Cultural Foundation. This study collected data on the psychological, sociological, and educational aspects of pre-primary educational systems in England, France, Italy, Sweden, and the Federal Republic of Germany. (CS)

ED 088 564 PS 006 864

Buck, Ross

Nonverbal Communication of Affect in Children.

Carnegie-Mellon Univ., Pittsburgh, Pa. Dept. of Psychology.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date Aug 73

Note—32p.; Portions of this paper were presented at the Annual Convention of the American Psychological Association (81st Montreal, Canada, August 27-31, 1973)

EDRS Price MF-$0.75 HC-$1.85

Descriptors—*Affective Behavior, Communication (Thought Transfer), *Emotional Response, *Measurement, *Nonverbal Communication, Parent Child Relationship, *Preschool Children

This experiment involves an attempt to develop a paradigm for measuring nonverbal expressiveness in young children, measured in terms of "sending ability" (an individual's ability to send accurate and appropriate nonverbal messages to others). Nursery school children viewed a series of 16 slides described as familiar, unfamiliar, unpleasant, or unusual. The child's mother watched his expression and tried to guess which slide the child was viewing. The child also rated each slide

according to how it made him feel. Results indicated no sex differences in communication accuracy, which is contrary to findings in previous studies with adults. It was also possible to measure nonverbal communication in young children. A second study was designed to replicate the first and to relate individual differences in expressiveness to other measures of emotional expression. Results confirmed the first study, and also indicated that nonverbal expressiveness was related to other kinds of emotional behavior. (ST)

ED 088 565 PS 006 874

Burgess, Evangeline

Values in Early Childhood Education.

National Education Association, Washington, D.C.

Pub Date 65

Note—94p.; Second Edition

Available from—National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($1.50, discount on quantity orders)

EDRS Price MF-$0.75 HC Not Available from EDRS.

Descriptors—*Bibliographies, Disadvantaged Youth, *Early Childhood Education, Emotional Development, Intellectual Development, *Literature Reviews, *Objectives, Social Development, *Values

This report summarizes research evidence of the values in early childhood education with emphasis on nursery school education. Included are studies of the effects of nursery school and kindergarten on children's social, personal, emotional, and intellectual development, and later school achievement. Other reports focus on race awareness, dramatic play, and culturally disadvantaged children. Abstracts of selected studies and a bibliography are also included. (CS)

ED 088 566 PS 006 899

Bailey, Marie And Others

Observational Schedules for Children Ages Three Through Seven: Diagnostic/Instructional Procedures in Language Arts and Mathematics for Five-Year-Olds.

Fairfax County Schools, Va.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Aug 70

Note—109p.

EDRS Price MF-$0.75 HC-$5.40

Descriptors—Cognitive Development, *Diagnostic Tests, *Early Childhood, Educational Diagnosis, *Instructional Materials, *Language Arts, *Mathematics, Observation, Teaching Methods

Identifiers—*Observation Schedules

The instructional materials in this document include observational schedules for children ages 3-7 and diagnostic/instructional procedures in language arts and mathematics for 5-year-olds. The observational schedules are designed to assist teachers in judging the developmental levels of beginning school children. The schedules are intended as broad assessment guidelines. The diagnostic/instructional procedures include very specific suggestions in teaching mathematics from a Piagetian orientation. Specific activities for children are described in detail. (CS)

ED 088 567 PS 006 933

Scott, Marcia S.

Relational Learning in Young Children. Final Report.

Illinois Univ., Urbana. Children's Research Center.

Pub Date May 72

Note—28p.

EDRS Price MF-$0.75 HC-$1.85

Descriptors—Age Differences, Cognitive Development, Cognitive Processes, *Concept Formation, Developmental Tasks, *Learning Processes, Maturation, Nonverbal Learning, *Preschool Learning, *Transfer of Training, *Visual Discrimination

Identifiers—Oddity Tasks

The research experiments on relational learning in young children contained in this report were guided by two major goals: (1) to examine the extent of conceptual transfer in preschool children, and (2) to explore the relation of both "acquisition" and "transfer" to chronological development. The performance of preschool children on several oddity tasks dealt with transfer between oddity problems in which stimulus types were Identity-Difference, Identity-Similarity, or Similarity-Difference. Based upon performance in these tasks, children were assigned to either of two groups and the relation of age to acquisition and transfer was explored, using the standard oddity presentation. A final series of five experiments were run with nursery school children investigating the possible perception of both the perceptual and numerical differences present in a standard oddity task as well as the variables controlling initial acquisition of a numerical difference problem. The data from these studies indicate that considerable cognitive evaluation is possible in preschool children. (Author/CS)

ED 088 568 PS 006 958

Steinman, Warren M. And Others

The Impact of Social Cues on Children's Behavior.

Illinois Univ., Urbana. Dept. of Psychology.

Pub Date Aug 73

Grant—NE-G-00-3-0088; OEG-0-72-0882

Note—100p.; Paper based on symposium presented at the biennial meeting of the Society for Research in Child Development (Philadephia, Pennsylvania, March 31, 1973)

EDRS Price MF-$0.75 HC-$4.20

Descriptors—*Behavioral Science Research, *Behavior Development, *Early Childhood, Imitation, Individual Differences, Motivation, Reinforcement, Social Behavior, *Social Environment, *Social Influences, Socialization, Social Psychology, Social Reinforcement

Identifiers—Evaluative Cues, Instructional Cues

Four research papers discuss the influence of social cues on children's behavior. Specifically, the focus of this program of research was to systematically investigate the impact of two classes of social cues: (1) implicit or explicit instructional cues inherent in social interactions, and (2) inferred or actual evaluative cues present in interpersonal or achievement situations. An attempt is made to study the problems addressed through a broad range of psychological approaches, including individual analysis and group designs, and variable manipulation within single sessions as well as across repeated sessions. A central theme of the papers is the subtle but powerful effects of the social cues under study. Papers are titled: (1) "Implicit Instructions and Social Influence in 'Generalized Imitation' and Comparable Nonimitative Situations", (2) "The Effects of Adult Presence and Stated Preferences on the Reinforcement Control of Children's Behavior", (3) "Individual Differences in Children's Response to Adult Presence and Evaluative Reactions", and (4) "The Effects of Social Cues on Children's Attributions of Success and Failure and On Generalization of Imitation." The document includes reactions and contributions from two discussants. (DP)

ED 088 569 PS 006 969

Buium, Nissan Rynders, John

The Early Maternal Linguistic Environment of Normal and Down's Syndrome (Mongoloid) Language Learning Children.

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No—RR-51

Bureau No—332189

Pub Date May 73

Grant—OEG-09-332189-4533(032)

Note—136p.

EDRS Price MF-$0.75 HC-$6.60

Descriptors—*Language Development, *Linguistic Patterns, *Mongolism, *Parent Child Relationship, Parent Influence, *Preschool Children

To demonstrate that the child learning language constructs his theory of language on the basis of the linguistic data available to him, this study investigated 21 linguistic parameters that Down's Syndrome and normal children are exposed to in their maternal linguistic environment. It was found that mothers produced certain levels of linguistic parameters more frequently than others. Psychologists and linguists suggested that the same levels emerged earlier than others in the child's language. A possible relation between the frequency of usage of certain grammatical structures by the mother and their order of appearance in the child's language is suggested. It was also found that Down's syndrome children receive a different linguistic input than normal children in terms of frequency of occurrence of certain linguistic parameters. This difference is discussed in terms of later characteristics of Down's syndrome children's different, deviant, and delayed language. (Tables comprise more than half of this document.) (Author/DP)

ED 088 570 PS 007 024

Cuvo, Anthony J.

The Development of Incentive Level Influence on Overt Rehearsal and Free Recall of Unrelated Words.

Pub Date Aug 73

Note—13p.; Paper presented at the Annual Convention of the American Psychological Association (81st, Montreal, Canada, August 27-31, 1973)

EDRS Price MF-$0.75 HC-$1.50

Descriptors—*Age Differences, *Arousal Patterns, College Students, Elementary School Students, Junior High School Students, *Motivation, *Recall (Psychological), *Rewards

Identifiers—*Rehearsal (Memory)

Two developmental studies were conducted to test the influence of incentive magnitude on free recall. The relationship between higher reward and greater recall indicated by previous studies was discussed in terms of two hypotheses: (1) greater recall due to rehearsal; and (2) greater recall explained through motivational arousal theory. Subjects were 5th and 8th graders and college students. Rehearsal and intentive levels were varied, and the results generally supported the rehearsal theory, as incentive level influenced overt rehearsal and did not affect recall scores in the absence of rehearsal opportunities. (DP)

ED 088 571 PS 007 032

Furuno, Setsu O'Reilly, Kitty

A Family Oriented Enrichment Program for Handicapped Infants.

Hawaii Univ., Honolulu. School of Public Health.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date 13 Nov 72

Note—24p.; Paper presented at the APHA meeting, Maternal and Child Health Section (November 13, 1972)

EDRS Price MF-$0.75 HC-$1.50

Descriptors—Cerebral Palsy, Early Experience, *Family Involvement, *Handicapped Children, *Infants, *Intervention, Mental Retardation, Motor Development, Prevention, *Program Descriptions, Program Evaluation

This report describes a program for handicapped infants which emphasizes early treatment as a prime means of preventing more serious physical and behavioral problems later in life. Also, the program focuses on the entire family of the developmentally disabled, including infant, parents, and siblings. Program objectives include (1) increased stimulation and environmental enrichment for the infants, (2) enhanced communication in the family, (3) training for interested university students, and (4) promotion of early case finding by various community members. Thirty-three developmentally disabled infants and their families were involved in the program in its first year. Assessment of effectiveness was attempted through parent interviews and testing of the children. Preliminary results suggested that there were positive benefits for those children who attended the program frequently. Discussion focuses on further research needs and questions. (DP)

ED 088 572 PS 007 039

Ingison, Linda J.

A Model of Conceptual Learning and Development: Empirical Validation of the Concept Attainment Levels.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 73

Contract—NE-C-00-3-0065

Note—9p.; Paper presented at the Annual Convention of the American Psychological Association (81st, Montreal, Canada, August 27-31, 1973)

EDRS Price MF-$0.75 HC-$1.50

Descriptors—Age Differences, Cognitive Development, *Concept Formation, *Elementary School Students, *Junior High School Students, *Language Skills, Learning Processes, *Measurement

Identifiers—CLD, *Conceptual Learning and Development

Four hundred students, ranging from 5 to 15 years of age, were administered a series of tests of concept learning and development as a test of the Conceptual Learning and Development (CLD) model. Various levels of attainment of the concept of "equilateral triangle" were measured. The CLD model predicts that a decreasing number of students at a particular age will pass successively higher levels of concept attainment while the number and proportion of students passing each level will increase with increased age. Results reflect these predictions. It was also found that there was an invariant sequence of mastery of each of the four concept levels, and that students who can label the concepts will show superior concept attainment. (SBT)

ED 088 573 PS 007 042

Jones, Juanita And Others

Adding Needed Development.

Tulsa Public Schools, Okla.

Pub Date May 73

Note—81p.; A supplement to "Handbook of Pupil Experiences" (ED 056 439) to help the high risk child during their early school days

Available from—Education Service Center, Internal Audit, 3027 S. New Haven, Tulsa, OK 74114 ($2.50)

EDRS Price MF-$0.75 HC-$4.20

Descriptors—Auditory Discrimination, Emotional Development, *Language Development, *Learning Disabilities, Motor Development, *Preschool Children, *Preschool Curriculum, Sensory Training, *Special Education, Visual Discrimination

This handbook, written in a conversational tone, is to help the teacher of very young children work effectively with the child who evidences a high risk for a learning disability. Based upon the theories of child development of Gesell, Piaget, and Kephart, this manual attempts to provide prescriptive activities for specific learning problems in the following areas: affective domain, body image, gross motor, fine motor, visual, auditory, and language development. Testing sequences are placed at the beginning of each developmental area delineating diagnosis and prescription for each of the areas. (CS)

ED 088 574 PS 007 077

Katz, Lilian G.

Early Childhood Re-Visited.

Florida State Dept. of Education, Tallahassee.

Pub Date 16 Jun 72

Note—29p.; Paper presented at the Administrators' Conference (Atlanta, Georgia, June 16, 1972)

Available from—The Alabama, Florida, Georgia Early Childhood Teacher Training Project Suite 490, Barnett Bank Building, Tallahassee, Fl 32302 (Free of charge)

EDRS Price MF-$0.75 HC-$1.85

Descriptors—Child Rearing, Disadvantaged Youth, *Early Childhood Education, *Educational Objectives, Open Education, Parent Child Relationship, *Teacher Attitudes, Teacher Behavior, *Teacher Education, *Teaching Methods

Identifiers—Project Head Start

This booklet presents a discussion of some moral and philosophical aspects of issues in early childhood education, beginning with a look at the development of Project Head Start. Current educational research is interpreted and distinctions are made between academic and intellectual goals, between achieving and learning, between performing and teaching, and between excitement and sustained interest. Some principles are suggested for teachers to remember: (1) goals and objectives really count, (2) attend to how children feel, (3) problems in education are also problems in society, (4) support a leader selected because he is competent, (5) identify your own assignment and do it well, (6) when meeting with colleagues and leaders, identify the problem to be solved (not the personalities), (7) remember the distinction between selling an idea and teaching, and (8) don't expect quick results. Finally, it's more important to inspire a mother's confidence in her child than to do what is pedagogically proper. (SET)

ED 088 575 PS 007 078

Forness, Steven R.

Screening Kindergarten Children for Early Intervention through Direct Observation of Classroom Behavior.

California State Coll., Los Angeles. Special Education Center.; California Univ., Los Angeles. Graduate School of Education

Spons Agency—California State Dept. of Education, Sacramento. Div. of Special Education.

Report No—TR-SERP-1973-A3

Pub Date Sep 73

Note—45p.; For related document, see PS 007 079

EDRS Price MF-$0.75 HC-$1.85

Descriptors—*Classroom Observation Techniques, Exceptional (Atypical), Handicap Detection, Individual Differences, *Kindergarten Children, *Prediction, Special Education, *Student Behavior, *Teacher Rating

The purpose of this study is to determine if children identified as "at risk" on the basis of their observable classroom behavior at the beginning of their kindergarten year are also the same children whom teachers see as having problems much later in the year. Kindergarten children were observed in the fall and spring. Teachers were asked to rate the children in terms of classroom functioning. Results indicated that certain classroom behaviors, characterized by impulsive over-activity in both on- and off-task situations, might be an area worthy of further study. Implications for uses of these techniques in identifying potential risk children are discussed. (SBT)

ED 088 576 PS 007 079

Forness, Steven R.

Classroom Observation of Potential Special Education Children.

California State Coll., Los Angeles. Special Education Center.; California Univ., Los Angeles. Graduate School of Education

Spons Agency—California State Dept. of Education, Sacramento. Div. of Special Education.

Report No—TR-SERP-1972-A3

Pub Date Sep 72

Note—40p.; For related document, see PS 007 078

EDRS Price MF-$0.75 HC-$1.85

Descriptors—*Classroom Observation Techniques, *Elementary School Students, Exceptional (Atypical), *Handicap Detection, *Research Methodology, *Special Education, Student Behavior

The present study is a portion of a larger study dealing with early identification of children with potential learning or behavioral difficulties. Specifically, the purpose of this phase of the project was (1) to refine classroom observation techniques and procedures and (2) to collect classroom observation data on children in regular classes who were referred as potential classroom behavior problems. Children for the present study were 6.0--8.11 years old and were selected from cases referred to the UCLA Department of Psychiatry Child Outpatient Clinic. Results indicated behavioral differences between target children and their classroom peers. Subjects had lowered attending behavior and more frequent interaction with teachers, although not necessarily overt disruptive behavior. (SBT)

ED 088 577 PS 007 087

Lazar, Joyce B. Chapman, Judith E.

Early Childhood Research and Development Needs and Gaps in Federally Funded Intervention Studies within a Longitudinal Framework. A Working Paper.

George Washington Univ., Washington, D.C. Social Research Group.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date Mar 72

Note—31p.; For related document, see PS 007 082; Prepared for the Interagency Panel on Early Childhood Research and Development

EDRS Price MF-$0.75 HC-$1.85

Descriptors—*Child Advocacy, Child Development, Day Care Programs, *Early Childhood Education, *Federal Programs, *Followup Studies, *Intervention, Longitudinal Studies, *Research Needs

The studies discussed in this paper are federally funded intervention studies involving preschool children and follow-up studies of early elementary school children. This paper is divided into three major sections: Day Care Intervention Studies, Child Development Intervention Studies, and Child Advocacy Programs. The purpose of this review is to: (1) describe the ongoing studies funded in fiscal year 1970-71 of intervention with preschool and early elementary school children; (2) discuss pertinent findings when they are available, and (3) identify existing gaps and needs in the longitudinal study of preschool intervention. A summary chart highlighting the overall needs and gaps in federally funded early childhood intervention studies precedes each paper. (Author/CS)

ED 088 578 PS 007 103

Johnson, Harry A.

Multimedia Materials for Teaching Young Children: A Bibliography of Multi-Cultural Resources.

Connecticut Univ., Storrs. National Leadership Inst. - Teacher Education/Early Childhood.

Pub Date Mar 72

Note—27p.

EDRS Price MF-$0.75 HC-$1.85

Descriptors—*Bibliographies, *Cultural Differences, Cultural Interrelationships, Cultural Pluralism, Curriculum Development, *Early Childhood Education, *Individual Differences, *Instructional Materials, Media Selection

The selected multi-cultural resources annotated in this bibliography concentrate on educational materials for teaching young children an appreciation and understanding of differences in others. Included are films, filmstrips, recordings, audiotapes, photographs and study prints, multimedia kits, and some fifty selected books. Some of the materials are intended for parents and teachers, but most are for use with children up through the primary grades. This bibliography should prove particularly useful to educational programs attempting to provide curriculum materials of a pluralistic nature. (CS)

ED 088 579 PS 007 104

Curriculum Development and Field Issues. Volume I, Progress Report, Cognitively Oriented Curriculum, Project Follow Through.

High/Scope Educational Research Foundation, Ypsilanti, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 73

Grant—OEG-0-70-4919

Note—196p.; For Volumes II and III, see PS 007 105 and PS 007 106

EDRS Price MF-$0.75 HC Not Available from EDRS.

Descriptors—Classroom Environment, *Classroom Techniques, Cognitive Development, Developmental Psychology, *Elementary School Curriculum, *Instructional Design, *Objectives, Parent Participation, *Program Descriptions, Staff Role, Teaching Methods

Identifiers—*High Scope Cognitively Oriented Curriculum, Project Follow Through

Curriculum development, field service issues, and training are discussed in this first volume of the 3-volume progress report. The overview contains a statement of the scope of the program, its major concerns in regard to teachers, parents, and children, and presents lists of objectives for these three groups. The second section, on the theoretical foundations of the program, is a distillation of the developmental theory of Piaget in terms of the learner, the learning process and the content of learning from a cognitive point of view. A detailed discussion of the application of theory to classroom practice is also presented. This is an in-depth statement of the Cognitively Oriented Curriculum centering on the structure of the classroom environment and the sequencing of learning experiences. The next section describes the classroom program operations and staff roles for the High/Scope model. Parent participation is then discussed, with emphasis on educational home visits, parent group meetings, and parent volunteers in the classroom. The final two sections are concerned with the delivery system for the Cognitively Oriented program (staff training, program monitoring, and training materials) and sponsor evaluation of Cognitively Oriented programs. (Author/CS)

ED 088 580 PS 007 105

Sponsor Evaluation Activities: Formative and Summative. Volume II, Progress Report, Cognitively Oriented Curriculum, Project Follow Through.

High/Scope Educational Research Foundation, Ypsilanti, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 73

Grant—OEG-0-70-4919

Note—275p.; For Volumes I and III, see PS 007 104 and PS 007 106
EDRS Price MF-$0.75 HC-$12.60
Descriptors—*Academic Achievement, Case Studies, Cognitive Development, *Comparative Analysis, *Elementary School Curriculum, Language Skills, *Longitudinal Studies, *Program Evaluation, Standardized Tests
Identifiers—High Scope Cognitively Oriented Curriculum, Project Follow Through
This volume, the second of three, summarizes the sponsor evaluation activities conducted during 1972-73. Included are a report on the analysis of sponsor-collected outcome data from the ten Follow Through projects, a report on the findings and formative use of the Classroom Implementation Matrix, case study reports presenting supplementary data from individual Follow Through centers, and a report on the development and field testing of a new procedure for assessing the writing of elementary school children. (Author/CS)

ED 088 581 PS 007 106
Morris, Mary E. Love, John M.
Classroom Interactions in Four Follow Through Sites. Volume III, Progress Report, Cognitively Oriented Curriculum, Project Follow Through.
High/Scope Educational Research Foundation, Ypsilanti, Mich.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Sep 73
Grant—OEG-0-70-4919
Note--354p.; For Volumes I and II; see PS 007 104 and PS 007 105
EDRS Price MF-$0.75 HC-$17.40
Descriptors—*Classroom Environment, *Classroom Observation Techniques, Comparative Analysis, Confidence Testing, *Elementary School Students, Grade Charts, *Program Evaluation, Social Behavior, *Student Teacher Relationship, Teaching Styles
Identifiers—High Scope Cognitively Oriented Curriculum, Project Follow Through
Volume III presents the results of High/Scope Foundation's Analysis of Classroom Interaction, a classroom observation instrument field tested at four projects. The purpose of this study was to assess the consistency of implementation of the Cognitively Oriented Curriculum in the four widely separated communities in which the High/Scope Foundation sponsors a model Follow Through program. Following up on pilot study work completed during 1971-72, the analysis of classroom interactions completed during 1972-1973 provides several important conclusions about the operation of the Cognitively Oriented Follow Through model at the critical point of individual teachers and children interacting in the classroom. In particular, reliability, day-to-day classroom variation and a comparison of two observation procedures were reviewed. Data analysis is available in the appendices which comprise more than two-thirds of the document. (Author/CS)

ED 088 582 PS 007 115
Robinson, W. P. Arnold, Jenifer
The Question-Answer Exchange between Mothers and Young Children.
Social Science Research Council, London (England).; Southampton Univ. (England). Dept. of Psychology.
Pub Date 72
Note—50p.; Filmed from best available copy
EDRS Price MF-$0.75 HC-$3.15
Descriptors—*Early Childhood, *Language Development, *Language Research, Lower Class, Middle Class, Mothers, *Parent Child Relationship, *Questioning Techniques, Social Environment, Verbal Communication
Identifiers—*Bernstein (Basil)
The quality of mother-child linguistic interaction was studied in 40 6-year-old English children and their mothers. Both the middle and working classes were represented in the sample. Tasks were administered in which children were to ask questions of their mothers. Questions were analyzed in terms of open versus closed. The majority of the questions were open, simple rather than complex in construction. Generally, results did not support the hypothesis of social class differences in mother-child language interaction as predicted by Bernstein's theory. An extensive analysis of the tasks is presented. (SBT)

ED 088 583 PS 007 119
Wattenberg, Esther
The Family Day Care Consultant: An Invention of a Strategic Catalyst to Upgrade the Quality of Family Day Care Homes.
ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date Feb 74
Note—21p.
Available from—Publications Office, Institute for Research on Exceptional Children, University of Illinois, College of Education, 805 West Pennsylvania Ave., Urbana, IL 61801 ($0.50, Catalog #101)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Day Care Services, Interdisciplinary Approach, *Paraprofessional School Personnel, *Preschool Teachers, *Program Descriptions, *Supervisory Training, *Teacher Education, Teacher Recruitment, Teacher Selection
The proposed program model suggests an approach for broadening the staffing pattern of Family Day Care Units by training a paraprofessional, the Family Day Care Consultant, to help upgrade the quality of care given to children in day care homes. The consultants, selected primarily for their successful experiences as Family Day Care Mothers, will work under a supervising coordinator. Based in a neighborhood, the consultant will aid Family Day Care Mothers in providing an enriched program for children, serve as a source of crisis intervention and referral, link group day care resources to family day care, facilitate an information flow between users and providers, assess the needs of Family Day Care Mothers, and participate in community activities. The consultant will spend half of her time working in the field and the other half pursuing an AA degree at the University of Minnesota. The suggested program will have a strong interdisciplinary focus and will blend some aspects of Family Studies, Early Childhood Development, and Social Work. (CS)

ED 088 584 PS 007 131
Boocock, Sarane Spence
A Crosscultural Analysis of the Child Care System.
Russell Sage Foundation, New York, N.Y.
Spons Agency—Office of Child Development (DHEW), Washington, D.C.
Report No—OCD-CB-227
Pub Date Oct 73
Note—104p.
EDRS Price MF-$0.75 HC-$5.40
Descriptors—Child Care Workers, *Child Rearing, *Cross Cultural Studies, *Day Care Services, Educational Sociology, Family Life, Federal Aid, *Social Change, *Social Problems, Socioeconomic Influences, Working Women
Identifiers—China, Israel, Sweden, United States
This paper reports on a 1-year cross-cultural project designed to compare alternative modes of child care and child care programs in Sweden, Israel, and China with those in the United States. Based upon data available in documents pertaining to children, interviews with scholars involved in research on child care programs, and on-site observations at child care settings in Israel, Sweden, and the United States, this paper attempts to formulate a thesis on the kinds of social environments and interpersonal relationships which are most conducive to learning and academic achievement. Data has been compiled and discussed according to three major topics: role of the child, role of the parent, and role of the caretaker. The most general conclusion that can be drawn about the child care systems, in the United States and elsewhere, is that they are not providing enough of the kinds of care children need most. A second observation is that increased attention and concern in the United States should be paid to the discontinuities between our values and our behavior with respect to children. (CS)

ED 088 585 PS 007 135
Gruskin, Susan
The NIE Home-Based Early Education Program.
National Inst. of Education (DHEW), Washington, D.C.
Pub Date Jun 72
Note—17p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Child Care, Child Development, Community Involvement, Comprehensive Programs, *Disadvantaged Youth, *Early Childhood Education, Educational Objectives, *Federal Government, Home Instruction, Information Dissemination, Interagency Coordination, Measurement, *Objectives, Preschool Programs, *Program Descriptions
Identifiers—*National Institute of Education, NIE, NIE Archives
The initial plans for the National Institute of Education (NIE) program in early childhood education are described. The first part of the document contains a discussion of the relationship between planned NIE programs and existing early childhood federal programs. In both planned and existing programs, disadvantaged children are the primary concern. Differences include the greater focus on comprehensive programs planned for NIE as opposed to existing programs. All major areas of child development will be studied across subject populations. Also, NIE programs will focus on education in a neighborhood home rather than in institutions. In the second part of the document, there is a description of rationales and tentative activities for each area of emphasis in the NIE program. Four areas of research and activity development are: (1) development of learning outcomes and assessment instruments, based on the need to identify skills needed for school success, and the need for more precise measurement in program evaluation; (2) establishment and study of home learning centers with neighborhood adults involved as teachers and directors; (3) coordination of school and home center programs to facilitate maintenance of preschool gains during elementary school; and (4) development and study of neighborhood child care information centers to increase knowledge of effective child care and available services. (DP)

ED 088 586 PS 007 136
Early Childhood Intervention in Illinois.
Illinois State Office of the Superintendent of Public Instruction, Springfield. Dept. for Exceptional Children.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date Mar 74
Note—142p.; Second Edition
Available from—State of Illinois, Office of the Superintendent of Public Instruction, Dept. for Exceptional Children, Program Review and Documentation Unit, 1020 South Spring Street, Springfield, IL 62706 (no charge)
EDRS Price MF-$0.75 HC-$6.60
Descriptors—Comparative Analysis, Evaluation, *Exceptional Child Education, *Handicapped Children, Intervention, Longitudinal Studies, Parent Participation, *Preschool Children, *Program Improvement, *State Surveys
The information contained in this report is presented in accordance with the goal to develop by 1975 improved procedures and techniques for the identification, diagnosis, and prescription teaching of exceptional prekindergarten children. The first section of the report is concerned with the analysis of the data collected in the Early Childhood Special Education Survey and from case studies of ten Title VI, ESEA, funded Early Childhood Education demonstration projects throughout the state. The second part of the report is a collection of recent research information on early childhood special education. The information obtained from these surveys should help the Office of the Superintendent of Public Instruction identify the status of early childhood special education in Illinois and plan for future needs. The report may also provide necessary information to other states who are just beginning to work in this area. (Author/CS)

ED 088 587 PS 007 139
Datta, Lois-ellin
Parent Involvement in Early Childhood Education: A Perspective from the United States.
National Inst. of Education (DHEW), Washington, D.C.
Pub Date Oct 73
Note—120p.; Paper presented at the Centre for Educational Research Innovation Conference on Early Childhood Education (Paris, France, October 1973)
EDRS Price MF-$0.75 HC-$5.40
Descriptors—*Early Childhood Education, *Parent Education, *Parent Participation, Pol-

icy Formation, *Preschool Children, *Program Planning, Research Needs
Identifiers—Follow Through, Home Start
In early childhood education, there is a growing trend towards greater involvement of parents as educators, as paid and volunteer staff, as decision makers, and as resources. The purpose of this paper is to consider the origins of the trend towards parent involvement, to describe its various forms, and to present some policy implications. Parent components of various Head Start and Follow Through programs and research implications for different models of parent involvement are discussed. Topics focus on parental role in early childhood education, barriers and incentives to parent participation, and costs of different forms of parent involvement. An extensive bibliography is included. (ST)

ED 088 588 PS 007 140
Parent Involvement in Compensatory Education Programs.
Stanford Research Inst., Menlo Park, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.
Report No—EPRC-RM-2158-20
Pub Date Aug 73
Contract—OEC-0-72-5016
Note—107p.
EDRS Price MF-$0.75 HC-$5.40
Descriptors—*Compensatory Education, Decision Making, *Disadvantaged Youth, Educational Policy, Evaluation, Government Role, Paraprofessional School Personnel, *Parent Participation, *Parent Role, *Preschool Education, Research Needs, Student Motivation, Tutoring
This report on parent involvement in compensatory education makes recommendations for future involvement based on intervention studies and program experience with parents. Various types of parental roles are discussed (tutors, paid employees, advisors and decision makers). Research evidence on the effectiveness of parent involvement in increasing children's subsequent achievement is summarized, and suggestions are made for further research. The second section of this report deals with policy implications of parent involvement. New roles for parents are suggested, with reference to accountability and evaluation. (CS)

ED 088 589 PS 007 141
Little, J. Wesley, Ed. Brigham, Arthur J., Ed.
Emerging Strategies in Early Childhood Education.
Pub Date 73
Note—250p.
Available from—MSS Information Corporation, 655 Madison Ave., New York, NY 10021 ($6.25, paper)
Document Not Available from EDRS.
Descriptors—Behavior Change, *Curriculum Design, Day Care Programs, *Early Childhood Education, *Educational Innovation, Home Programs, Kindergarten, *Learning, Parent Participation, Play, Preschool Programs, Program Descriptions, *Supplementary Reading Materials
This book of readings provides the college level student with a variety of articles that reflect the diversified early childhood education programs, models, and strategies currently in use. The articles are intended to acquaint the student with a basic background of information that encompasses many of the major issues and concerns in early childhood education, and should serve as a basic reference tool to help the student understand the emerging strategies in the field. (CS)

ED 088 590 PS 007 143
Sapir, Selma G., Ed. Nitzburg, Ann C., Ed.
Children with Learning Problems: Readings in a Developmental-Interaction Approach.
Pub Date 73
Note—709p.
Available from—Brunner/Mazel, Inc., 64 University Place, New York, NY 10003 ($15.00)
Document Not Available from EDRS.
Descriptors—Biological Influences, Child Development, *Developmental Psychology, *Educational Diagnosis, *Exceptional Child Education, *Intervention, Language Handicaps, Learning Difficulties, *Learning Disabilities, Neurologically Handicapped, Perceptual Motor Learning, Psychological Patterns, Reading Difficulty, Therapy
This comprehensive volume presents selected articles representing the major viewpoints on learning problems in children. Specialized practitioners in the fields of special education, psychology, psychiatry, and social work are encouraged to reject a narrow, limited perspective, and to view the child with a learning problem as a single, constantly changing individual with physical and emotional needs, as well as cognitive ones. Part I presents major theories of normal development; Part II examines children described as suffering from "minimal brain dysfunction"; Part III deals with causes of learning disorders; Part IV provides an overview of normal and deviant learning patterns; Part V covers a variety of testing devices and a developmental scale to assist in preventing learning disabilities; and Part VI includes contributions on play, behavior therapy, use of medication, and deficit-centered classroom training. (CS)

ED 088 591 PS 007 147
Greene, Mark And Others
Helping Eliminate Early Learning Disabilities. Final Evaluation Report.
Central Point School District 6, Oreg.; Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date Jul 73
Note—118p.
EDRS Price MF-$0.75 HC-$5.40
Descriptors—*Early Childhood, Instructional Materials, *Intervention, Language Development, *Learning Disabilities, *Objectives, Perceptually Handicapped, Program Administration, *Program Evaluation, Reading Readiness, Teacher Education
Identifiers—Helping Eliminate Early Learning Disabilities, Project HEELD
This document summarizes the second year accomplishments of Central Point School District Number 6's Title III project: Helping Eliminate Early Learning Disabilities. For purposes of evaluation, the project has been organized into three major components; Instructional; Development; and Management. Each component has product and process objectives. Within the present project, evaluation efforts have centered on individual project objectives, which concern (1) identification of children with deficient reading readiness, language development, and perceptual motor skills, (2) development of a course of instruction for these children, (3) development of training programs for aides and instructors in this program, and (4) development of a monitoring and evaluation scheme to ensure adherence to the first three objectives. The report discusses the rationale for the project, and describes the target population, as well as project operations and outcomes. It is concluded that the program accomplished most training and management objectives and developed a significant group of instructional materials. However, the majority of instructional objectives were not attained. It is suggested that this may be due to inappropriate goals, which should be reevaluated. (DP)

ED 088 592 PS 007 153
Katz, Lilian G. And Others
A Collection of Papers for Teachers.
ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
Spons Agency—Illinois State Office of the Superintendent of Public Instruction, Springfield.; National Inst. of Education (DHEW), Washington, D.C.; Office of Child Development (DHEW), Washington, D.C.
Pub Date Feb 74
Note—53p.
Available from—Publications Office/I.R.E.C., College of Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, IL 61801 ($1.25, Catalog #105)
EDRS Price MF-$0.75 HC-$3.15
Descriptors—Behavior Rating Scales, *Early Childhood Education, *Inservice Programs, *Inservice Teacher Education, *Models, *Program Development, Teacher Education, Teacher Guidance, Teacher Role
Identifiers—*Professional Development
This collection of four papers focuses on selected issues in early childhood education. The first paper "The Advisory Approach to Inservice Training" presents the highlights of a year's experience with the advisory (on-site consultant) approach to the inservice education of elementary school teachers. A major objective of this pilot study was to be able to answer questions about what it is like to be an advisor, what problems arise in the course of using this approach, and how an advisory system should be designed. The second paper, "Developmental Stages of Preschool Teachers" suggests four dimensions of training for preschool teachers: (1) developmental stages of the teacher; (2) training needs of each stage; (3) location of the training; and (4) timing of training. In the third paper, "The Enabling Model for Early Childhood Programs" the broad dimensions of the Enabler Model have been outlined. Rather than offering a community a predesigned experimental curriculum, the Enabler Model provides regular on-site support and guidance to assist local communities in the formulation and implementation of their own preschool programs. The last paper, "Condition with Caution", provides a paradigm in terms of phenotype and genotype for the consideration of contrasting explanations of behavior. (CS)

ED 088 593 PS 007 167
DeVries, Rheta
Relationships among Piagetian, IQ, and Achievement Assessments.
Illinois Univ., Chicago. Chicago Circle Campus.
Spons Agency—Illinois State Office of the Superintendent of Public Instruction, Springfield.; Office of Education (DHEW), Washington, D.C.
Pub Date Mar 73
Note—29p.; Based on a paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 28-March 1, 1973)
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*Achievement Tests, Cognitive Development, *Conservation (Concept), *Elementary School Students, Factor Analysis, Intelligence Quotient, *Intelligence Tests, *Psychometrics
Identifiers—*Piaget (Jean)
Relationships between school achievement and two theoretically different measures of intelligence, Piagetian and psychometric, are explored in 143 bright, average, and retarded elementary school students. Factor analyses of the California Test of Mental Maturity, the Metropolitan Achievement Test, the Stanford-Binet, and fifteen Piaget-type tasks indicated that these tests overlap to some degree, but that Piagetian tasks appear to measure a different intelligence and a different achievement than psychometric tests. Implications for education are discussed. (SBT)

ED 088 594 PS 007 168
Cahoon, Owen W.
Preschoolers Learn Cognitive Tasks in Groups.
Pub Date [72]
Note—11p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Cognitive Ability, *Cognitive Development, *Conservation (Concept), *Group Activities, Middle Class, *Preschool Children, *Preschool Curriculum
The present study was designed to assess the effectiveness of certain cognitive training tasks on children in group settings under natural preschool conditions. Thirty-five children, aged 47-63 months, were divided into six experimental groups and received various cognitive tasks. Results indicated that most children experienced at least moderate gains in all areas. (SBT)

ED 088 595 PS 007 170
Stephen, Mae
Policy Issues in Early Childhood Education.
Stanford Research Inst., Menlo Park, Calif.
Pub Date 28 Feb 73
Note—63p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 28-March 1, 1973)
EDRS Price MF-$0.75 HC-$3.15
Descriptors—*Child Care, Cost Effectiveness, Day Care Services, *Early Childhood Education, *Federal Programs, Program Evaluation, *Social Change, Social Factors, *Social Problems, Working Women
The central issue discussed in this paper on policy issues in early childhood education concerns the locus of primary responsibility for the care and rearing of the infant and young child. To provide an analytic basis for decision-making in early childhood education, the author (1)

describes the serious and deepening societal problems that appear to underly the demand for preschool programs, (2) identifies the various interest groups advocating child care and relates their perceived needs, (3) examines the Federal role in providing early childhood education, and (4) evaluates the evidence regarding the efficacy of current sponsored programs. Based upon such information, this paper suggests that the case for societal assumption of universal child care has not been clearly established. Without first obtaining far better understanding of developmental processes in all domains and of the effects of group care or early schooling at various ages, the nation should not establish massive and universal child care programs. (CS)

ED 088 596 PS 007 175

Schmidt, Velma E.

Early Childhood Education: Learning Experiences for the 3-, 4-, and 5-Year-Old Child.

Nebraska State Dept. of Education, Lincoln.

Pub Date 71

Note—195p.

Available from—State of Nebraska, Department of Education, State Capitol, Lincoln, NB 68509 (no price quoted)

EDRS Price MF-$0.75 HC-$9.00

Descriptors—*Activities, Art Education, Communication (Thought Transfer), *Early Childhood Education, Health Activities, Intellectual Development, Language Development, Music Education, *Parent School Relationship, Preschool Children, *Preschool Curriculum, *Teacher Education

This extensive curriculum guide is geared for preschool and day care teachers. It describes the development of the child and suggests a variety of learning experiences and activities for day care centers. In the context of providing the optimal learning environment, parent-teacher relationships are discussed. Sections on nutrition, health, safety, play, music, art, dramatics, language and communication, and number learning are also included. Resource lists appended to this guide include: books and pamphlets, professional journals, professional organizations, and sources for films and equipment. (CS)

ED 088 597 PS 007 177

Sabo, Ruth A. Hagen, John W.

Color Cues and Rehearsal in Short-Term Memory.

Michigan Univ., Ann Arbor. Dept. of Psychology.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date Jun 72

Note—20p.; Developmental Program, Report #3; A version of this paper was presented at the biennial meeting of the Society for Research in Child Development (Minneapolis, Minnesota, April 1971)

EDRS Price MF-$0.75 HC-$1.50

Descriptors—*Elementary School Students, *Incidental Learning, *Junior High School Students, Learning Processes, *Memory, Pictorial Stimuli, *Recall (Psychological), Recognition

Identifiers—*Rehearsal

A short term memory task was used to explore the effects of color cues and of a condition that permitted rehearsal as compared to one that did not. Eighty subjects per grade at grades 3, 5, and 7 were tested. A stimulus array consisted of five cards, each of which contained pictures that could be designated as central or incidental. The stimulus cards were presented for 20 trials. Recognition for central stimuli improved when color cues differentiated them from incidental stimuli, but there was no differential effect with age. Permitting rehearsal resulted in improved recall and recognition performance. At the older age levels, in the rehearsal condition, recognition of central stimuli was hindered less by the incidental stimuli than in the condition which interfered with rehearsal. (Author/DP)

ED 088 598 PS 007 186

Holmes, Monica And Others

The Impact of the Head Start Parent-Child Center Program on Parents.

Center for Community Research, New York, N.Y.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Report No—OCD-2997A/H/O

Pub Date Aug 73

Note—340p.

EDRS Price MF-$0.75 HC-$16.20

Descriptors—*Demonstration Programs, Family Programs, Federal Programs, Health Services, *Infants, Parent Attitudes, *Parent Education, Parent Influence, Parent Participation, Parent Role, Parent School Relationship, *Preschool Children, *Program Evaluation, School Community Relationship, Self Concept, Social Services

Identifiers—Parent Child Center Program, *Project Head Start

This document is the final report of the study of impact on parents of the Parent Child Centers (PCC) which are administered through Head Start, Office of Child Development (OCD). Designed for families whose incomes fall below the federally established poverty levels, the Parent-Child Center program focuses upon meeting the needs of children from the time of conception to age three, and the needs of their parents. The demonstration program explores the feasibility and outcome of having parents involved in a program with their children. This evaluative study of impact on parents centers around the program's primary objectives: to have (1) impact on parenting skills and attitudes, (2) impact on the parents' sense of self esteem and feelings of control over their environment and personal destiny, (3) impact on the parents' knowledge and use of community resources, and (4) impact on the parents' use of health facilities and on their nutrition practices. Based on the findings presented it cannot be said that the PCC program as implemented had a profound effect on the majority of parents served. However, individual parents made some gains as a result of the program. (CS)

ED 088 599 PS 007 189

Seefeldt, Carol

A Curriculum for Child Care Centers.

Pub Date 2 Jan 74

Note—281p.

Available from—Charles E. Merrill Publishing Company, Columbus, OH 43216 ($9.95)

Document Not Available from EDRS.

Descriptors—Art Activities, *Child Care, Community Involvement, *Curriculum Development, *Early Childhood Education, Group Relations, Health Education, Language Development, Parent School Relationship, Play, Science Activities, Social Development, *Teacher Education, Teacher Role, *Textbooks

This textbook, designed for use in college undergraduate programs, presents some ideas, materials, and methods for establishing a successful curriculum within a child care program. Included is a review of child care in the United States, ideas for working with parents and involving the community, suggestions for indoor and outdoor play and for teaching language, art, science, and mathematics. Also included are chapters on nutrition education and health and safety. (ST)

ED 088 600 PS 007 190

Gould, Rosalind

Child Studies through Fantasy: Cognitive-Affective Patterns in Development.

Pub Date 72

Note—292p.

Available from—Quadrangle Books, Inc., 300 Madison Avenue, New York, NY 10017 ($2.95, paper)

Document Not Available from EDRS.

Descriptors—Affective Behavior, Age Differences, Cognitive Development, *Developmental Psychology, *Fantasy, Moral Development, *Personality Development, *Play, *Psychiatry, Self Concept

Identifiers—Freud, Piaget

This book presents a study of cognitive-affective interdependence as shown in children's fantasy behavior. The systems of Piaget and Freud are the foundation of analysis. The study data consist of approximately one hundred verbatim recordings of the dramatic play of 3-, 4-, and 5-year-olds (in groups or alone) collected by trained teachers in a middle class, urban nursery school. Through an analysis of these recordings of spontaneous fantasy, patterns of cognitive-affective relationships that influence behavior and development are established. Chapters include discussions of self representation, affective factors in regressive and variable cognitive functioning, defense and individuation, and morality and superego development. (CS)

ED 088 601 PS 007 191

Maynard, Fredelle

Guiding Your Child to a More Creative Life.

Pub Date 73

Note—369p.

Available from—Doubleday and Company, Inc., 277 Park Avenue, New York, NY 10017 ($7.95)

Document Not Available from EDRS.

Descriptors—Activities, *Child Rearing, *Creativity, *Early Childhood Education, Family Environment, Family Influence, *Instructional Materials, *Parent Education

This book attempts to teach parents to stimulate creativity in their children. It is concerned with the creativity available to every individual: the ability to be oneself and appreciate one's unique attributes and originality. Chapter contents focus on: (1) what creativity is, and whether it can be cultivated, (2) ways that parents can foster creativity in general, (3) play toys, and materials, (4) arts and crafts activities, (5) music for children, (6) dance, (7) activities for the whole family, (8) children's books. Many lists (usually annotated) of materials, activities, and readings for parents are provided. (DP)

ED 088 602 PS 007 196

Flescher, Irwin

Children in the Learning Factory: The Search for a Humanizing Teacher.

Pub Date 72

Note—180p.

Available from—Chilton Book Company, 401 Walnut Street, Philadelphia, PA 19106 ($5.95, paper)

Document Not Available from EDRS.

Descriptors—*Education, *Educational Problems, *Human Dignity, *Humanism, *Individual Development, Individual Differences, Learning, Teacher Education

According to this book of "psychological talks to parents and teachers," the American education system is a major social tragedy because it fails to recognize the potential of the individual. Individual differences are often ignored in the "assembly-line" approach to education and labeling children according to test scores is a way of dehumanizing them. It is questionable whether children are able to learn what is really worth knowing in the present educational system. Although faults of the system are perpetuated by educational bureaucracies, teachers themselves must humanize and restore love of learning to their classrooms. (CS)

ED 088 603 PS 007 197

Bearison, David J.

Is "School Achievement" Enhanced by Teaching Children Operational Concepts?

Pub Date Feb 74

Note—19p.; Paper presented at the Invitational Interdisciplinary Seminar on Piagetian Theory and its Implications for the Helping Professions (4th, Los Angeles, California, February 1974)

EDRS Price MF-$0.75 HC-$1.50

Descriptors—*Achievement, Cognitive Development, Conservation (Concept), *Early Childhood Education, *Educational Objectives, *Longitudinal Studies, *Preschool Curriculum, Research Methodology

Identifiers—*Operational Concepts

Several curricula for early childhood education rely heavily upon Piagetian theory, based on the reasoning that children who have acquired operational structures of thought one or two years earlier than their peers are differently oriented to instruction than their more recently conserving peers. This paper emphasizes that there is no evidence that specific instruction for operational concepts can close the achievement gap that has been shown to exist between early and late conservers. Results of research with kindergarten children followed through third grade indicated that direct instruction in conservation does not bridge the gap in achievement between early and late achievers. A discussion of implications of Piaget's theory for education is also presented. The author urges educators to come to grips with the goals and purposes of education before trying some of the many "innovations". (SBT)

ED 088 604 PS 007 198

Jacobson, Claire Drije, Carla

The Organization of Work in a Preschool Setting: Work Relations Between Professionals and Paraprofessionals in Four Head Start Centers. Final Report.

Bank Street Coll. of Education, New York, N.Y.
Spons Agency—Office of Economic Opportunity, Washington, D.C.
Report No—OEO-4122
Pub Date Jul 73
Note—239p.
EDRS Price MF-$0.75 HC-$11.40
Descriptors—Employee Attitudes, Interpersonal Relationship, Interviews, *Paraprofessional School Personnel, *Preschool Programs, *Professional Personnel, Role Conflict, Self Concept, *Social Workers, Teacher Aides, *Teacher Attitudes
Identifiers—*Project Head Start
This report describes work relations between teachers and teacher aides and between social workers and social service aides and focuses on an interpretation of differences in work relations between the teaching and social work components in Head Start. Specifically, attitudes of professionals toward the employment of paraprofessionals are investigated, including the types of role definitions evolved. Effects of employment on the paraprofessional in terms of status, self-image, and performance of family roles are also discussed. Results indicated that teachers had more positive attitudes toward teacher aides than social workers had towards social service aides. Results are discussed in terms of values and role perceptions of teachers versus social workers. (CS)

ED 088 605 PS 007 201
Walker, Deborah Klein
Socioemotional Measures for Preschool and Kindergarten Children.
Pub Date 73
Note—362p.
Available from—Jossey-Bass, Inc., Publishers, 615 Montgomery Street, San Francisco, CA 94111 ($12.50)
Document Not Available from EDRS.
Descriptors—*Early Childhood, Emotional Development, Kindergarten, *Literature Reviews, *Measurement, *Personality Assessment, Personality Tests, Preschool Children, *Psychological Tests, Self Concept Tests, Social Development
Identifiers—*Socioemotional Measures
This handbook is a comprehensive guide to socioemotional measures available for use with children aged three to six. The measures are presented in six categories: attitudes, general personality and emotional adjustment, interests or preferences, self concept, personality and behavior traits, and social skills or competency. In addition to being a resource guide for socioemotional measures, the book is also a state-of-the-art review of present socioemotional measurement technology for young children. (CS)

ED 088 606 PS 007 203
Rubin, Kenneth H. Wilmhurst, Linda A.
Training Preschoolers to Understand Left-Right Relations: Lesson Plans.
Pub Date [73]
Note—44p.; Filmed from best available copy
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*Cognitive Development, *Concept Formation, *Lesson Plans, *Preschool Curriculum, *Teaching Methods
Identifiers—*Left Right
This document contains lesson plans for teaching the left-right relational concept to preschool children. Procedures were designed from a Piagetian framework, so that cognitive conflict was considered a necessary condition for the evolution of transpositional skills. Conflicting viewpoints were instituted through teacher initiated peer interactions and the use of testing materials designed to provide self correcting, and often discrepant feedback. The document lists materials needed for the lesson and actual training procedures, presented in a session by session format. (DP)

ED 088 607 PS 007 210
Baker, Bruce L.
Parents as Teachers: Promise and Pitfalls.
Pub Date Aug 73
Note—10p.; Paper presented at the Annual Convention of the American Psychological Association (81st, Montreal, Canada, August 27-31, 1973)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Behavior Change, Cost Effectiveness, Educational Programs, *Intervention, Parent Child Relationship, *Parent Education, Parent Responsibility, *Program Evaluation, *Retarded Children, Training Techniques
The problems encountered in the implementation of a behavior modification parent training program are discussed. Data was gathered at Camp Freedom, a seven-week residential behavior modification summer program for parents with retarded children. The following questions are considered in the context of training effectiveness: Which parents are most amenable to training? Which inputs are most readily utilized? Which behaviors yield most rapidly to behavior modification's advances? What are the long term effects? How can effective parent training be delivered most cheaply? Three major dimensions are identified which must receive continuing attention in the development of any group parent training program: participation, parent resistance, and development of responsibility. (CS)

ED 088 608 PS 007 215
Greenblatt, Bernard Eberhard, Lois
Children on Campus: A Survey of Pre-Kindergarten Programs at Institutions of Higher Education in the United States.
State Univ. of New York Research Foundation, Buffalo.; Women's Bureau (DOL), Washington, D.C.
Pub Date 73
Note—118p.
EDRS Price MF-$0.75 HC-$5.40
Descriptors—Administrative Organization, *College Planning, Day Care Programs, Educational Finance, Laboratory Schools, Nursery Schools, Physical Facilities, *Preschool Programs, *Program Descriptions, School Schedules, *School Surveys
In an attempt to collect information about pre-kindergarten programs at institutions of higher learning, a random sample of 310 college and university presidents in the United States were asked to respond to a questionnaire. The purposes of the survey were the following: (1) to estimate how many pre-kindergarten programs are sponsored by colleges and universities within the United States; (2) to describe the operational features of these programs; (3) to identify similarities and differences between 'day care' and other types of pre-kindergarten programs; and (4) to develop an empirically-based typology or classification of pre-kindergarten programs. (The typology is the subject of another report, currently underway). The information should prove useful to students, staff, faculty, and university administrators involved in the development of a campus-based pre-kindergarten program. (CS)

ED 088 609 PS 007 218
Reif, Nadine
An Annotated Bibliography of Day Care Reference Materials.
Pennsylvania State Univ., University Park. Inst. for the Study of Human Development.
Pub Date 30 Apr 72
Note—42p.; The Pennsylvania Day Care Study Project, Technical Report #1
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*Bibliographies, *Day Care Services, *Early Childhood Education, *Reference Materials
This annotated bibliography contains day care reference sources available through ERIC. Specific contents are: (1) After School Care; (2) Analysis; (3) Analysis, Cost; (4) Bibliographies; (5) Comprehensive Programs; (6) Community-Coordinated Child Care; (7) Demonstration Centers; (8) Programs for the Disadvantaged; (9) Effects of Day Care; (10) Establishment of Day Care; (11) Federal Funds; (12) Handbooks; (13) Program for the Handicapped; (14) Industry and Day Care; (15) Infants; (16) Laws; (17) Licensing; (18) Migrant Workers; (19) Working Mothers; (20) Neighborhood Day Care; (21) Parent Education; (22) Play Space; (23) Skills of Director; (24) Standards; (25) Training; (26) Types; and (27) White House Conference. (DP)

ED 088 610 PS 007 219
Sibbison, Virginia, Comp. And Others
Pennsylvania Day Care Consultants.
Pennsylvania State Univ., University Park. Inst. for the Study of Human Development.
Pub Date 30 Apr 72
Note—55p.; The Pennsylvania Day Care Study Project, Technical Report #2
EDRS Price MF-$0.75 HC-$3.15
Descriptors—Administrative Personnel, Community Involvement, *Consultants, *Day Care Services, *Early Childhood Education, Family Involvement, Health Services, Nutrition, Parent Education, *Professional Personnel, *Professional Services
Identifiers—*Pennsylvania
This document lists Pennsylvania Day Care consultants. The list was obtained as the result of a mail inquiry sent to members of several professional groups concerned with day care, early childhood education or treatment of preschool children. The list includes the name and address of each consultant, arranged into the following areas of expertise: (1) Family service, (2) Community development, (3) Early childhood education, (4) Nutrition, (5) Parent education, (6) Finance and administration, (7) Para-professional training, (8) Exceptional children, (9) Infant care, (10) Medical and/or dental service, (11) Educational and/or play materials, (12) Physical facilities-indoor or out, (13) Foreign language, and (14) other areas. (DP)

ED 088 611 PS 007 227
Cherry, Clare
Creative Movement for the Developing Child: A Nursery School Handbook for Non-Musicians. Revised Edition.
Pub Date 71
Note—88p.
Available from—Lear Siegler, Inc./Fearon Publishers, 6 Davis Drive, Belmont, CA 94002 ($2.75, paper)
Document Not Available from EDRS.
Descriptors—*Child Development, *Creative Expression, *Curriculum Guides, Developmental Psychology, *Early Childhood Education, *Motor Development
This manual describes activities and games intended to enhance the development of visual and auditory perception skills during the various stages of a child's growth. The program is structured to reinforce the child's increasingly complex motor skill development. (CS)

ED 088 612 PS 007 228
Cherry, Clare
Creative Art for the Developing Child: A Teacher's Handbook for Early Childhood Education.
Pub Date 72
Note—186p.
Available from—Lear Siegler, Inc./Fearon Publishers, 6 Davis Drive, Belmont, CA 94002 ($4.50, paper)
Document Not Available from EDRS.
Descriptors—*Art Education, Art Expression, Art Materials, *Child Development, Cognitive Development, *Creative Art, *Curriculum Guides, *Early Childhood Education, Perceptual Motor Coordination
This book presents a variety of art activities for preschoolers. Detailed instructions and illustrations are given. Aspects of a child's development are related to participation in art activities. Specific art activities are discussed under the following categories: paper, color, crayons, miscellaneous drawing materials, paints, pastes, scissors, manipulative materials, woodworking, styrofoam, and print making. (CS)

ED 088 613 PS 007 235
Webb, Roger A. And Others
Investigations of the Meaning of "Different" in the Language of Young Children.
Johns Hopkins Univ., Baltimore, Md. Dept. of Psychology.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.; National Inst. of Mental Health (DHEW), Rockville, Md.
Bureau No—BR-2-C-031
Pub Date [73]
Grant—OEG-3-72-0048
Note—23p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Age Differences, *Cognitive Development, *Concept Formation, Learning Processes, *Longitudinal Studies, *Preschool Children
Young children were studied in tasks that required them to select one object as "different" from another. Children systematically selected maximally similar objects until about 3 years of age, and thereafter performed correctly. Addi-

tional data derived from the children's verbal justifications and refusals to select suggested a 4-stage model in which (1) the youngest children confuse "different" for "same", (2) slightly older children interpret "different" to mean "another", (3) the younger correct responders believe "different" requires a dimension of similarity, and (4) the older are indistinguishable from adults. The model was supported in a longitudinal study related to a need for concrete referents. (Author/DP)

ED 088 614 PS 007 241

Montague, James C., Jr.

Preliminary Computer Verbal Content Analysis in Preschool Black Children.

Pub Date [73]

Note—22p.

EDRS Price MF-$0.75 HC-$1.50

Descriptors—Age Differences, *Computational Linguistics, Computer Science, *Content Analysis, Language Development, *Negro Youth, *Preschool Children, *Speech

The major purpose of this study was to investigate expressive content language differences in preschool black children that might relate to Piaget's theory of egocentric speech. Correlating first order Harvard III Psycho-sociological Dictionary categories with Piaget's egocentric speech and the second order categories with socialized speech it was hypothesized that few or no second order content categories would differ within contrasted groups of 3-, 4-, and 5-year-old black children. A measure of structural syntactical change was also made for comparison purposes. Statistical test results confirmed this hypothesis. Computerized verbal content analysis appears to be a fruitful method for testing and studying theoretical issues and empirical research in child development. (Author/DP)

RC

ED 088 615 RC 004 684

Cowan, Andrew

The Social Impact of Broadcasting in the North.

Pub Date 11 Sep 70

Note—16p.; Paper prepared for the Northern Communications Conference, Yellowknife, N.W.T., September 10, 11, 1970

EDRS Price MF-$0.75 HC-$1.50

Descriptors—*American Indians, Audiovisual Communication, *Broadcast Industry, Community Change, *Community Involvement, *Cultural Activities, Cultural Awareness, Disadvantaged Groups, Majority Attitudes, Oral Expression, *Program Development, Radio, Self Expression, Social Change, Television

Identifiers—*Canada

The 1970 paper is an expression of personal views acquired during 12 years of broadcasting in the Canadian North. The population of the North is polarized between 2 social groups: the minority of white incomers, who have the jobs, money, and power; and the native Indians, Eskimos, and Metis, who are economically deprived, culturally alienated, and politically powerless. Although broadcasting is the obvious means of mass communication for these isolated people who do not have a written culture, media in the North is predominantly middle class in its outlook and appeal, aimed at the white minority. If broadcasting is to change and help the native peoples it must serve them as both a source of information and entertainment and as a means of self expression. This paper explains experimental and community broadcasting programs that could meet the needs of native people. It also details programs currently being developed by the Northern Service of the CBC, one of 2 main broadcasters in the North, and by other agencies such as the Native Communications Society of Alberta and the Society for the Coastal Area Network in British Columbia. Additionally, it gives possible community and cultural involvement in broadcasting, and programs that could use native languages. (KM)

ED 088 616 RC 007 736

McCartin, Rosemarie Schill, William John

An Experiment with Three Methods of Instruction for Indian Elementary School Children.

Pub Date 74

Note—21p.; Paper to be presented at the 1974 AERA Annual Meeting, Chicago, Ill., April 19, 1974

EDRS Price MF-$0.75 HC-$1.50

Descriptors—Academic Achievement, *American Indians, Audiovisual Instruction, Educational Research, Elementary Grades, *Elementary School Students, *Instructional Design, Learning Characteristics, Methodology, Research Projects, Reservations (Indian), *Student Characteristics, *Student Testing, Textbooks, Visual Learning

Identifiers—*Quinault Reservation, Washington State

The report detailed an experiment with 3 methods of instructing American Indian children in Taholah Elementary School (Quinault Reservation, Washington State). To assess the relative value of instructional methods in the school, 2 conditions had to prevail. The content of the lessons was to be unknown to pupils at all grade levels, and the content should be of general interest to the students. To satisfy these conditions, the study of the nature of cities was selected for its interest appeal. The 3 instruction methods were: (a) a method that relied totally on textual materials that the students have to read; (b) a method that required the text to be presented orally by the teacher with supplemental pictures; and (c) a visual presentation with large overheads followed by an oral teacher presentation. The experiment used a 3x3x3 design. The 3 dimensions--grade, concepts, and methods--were each divided into 3 parts. The 6 grades were divided into 3 groups: 3-4, 5-6, and 7-8. A total of 104 pupils were used in the experiment. Analysis of student achievement by the individual concepts across methods yielded an F-ratio which was not sufficiently large to be significant. The F-ratio on the central place concept was .15, on the special function concept .24, and on the break-of-bulk concept it was 1.1. (FF)

ED 088 617 RC 007 737

Hendrick, Irving G.

Federal and State Roles in the Education of Indians: The California Experience, 1850-1934.

Pub Date Apr 74

Note—33p.; Paper prepared for the annual meeting of the AERA, Chicago, Ill., April 1974

EDRS Price MF-$0.75 HC-$1.85

Descriptors—*Acculturation, American History, *American Indians, Boarding Schools, Culture Conflict, Day Schools, Discipline, Educational History, *Educational Policy, Federal Programs, *Government Role, Legal Responsibility, Public Education, *School Role, State Federal Support, State Programs, Treaties

Identifiers—*California

The report investigated the educational policy of Federal and state governments toward American Indians in California from 1850 to 1934. In California the fate of official efforts and non-efforts at educating Indians can be divided into 3 distinct periods. The period between 1849 and 1870 was a time when virtually nothing was attempted. Between 1870 and 1920 the principal focus was on education in Federal day and boarding schools. Finally, by the third decade of the present century the public schools assumed primary responsibility for Indian education. The dominant theme of this report was the sheer physical destruction and exploitation of Indians by white settlers, often with at least the passive support of the state government. Educated estimates place the Indian population as high as 260,000 in 1769; 100,000 in 1848 at the dawn of the American period; and less than 20,000 by 1880. For all its inadequacies and misadventures which became legend over the next century, the Federal government did assume responsibility for some measure of Indian welfare. The state, on the other hand, focused most of its efforts on exclusion. The election of Franklin Roosevelt in 1932 and the arrival on the national scene of Commissioner of Indian Affairs John Collier produced a substantial shift in national attitudes toward Indians. (FF)

ED 088 618 RC 007 741

Bible, Bond L.

Physicians for Rural Communities.

Pub Date 6 Feb 74

Note—7p.; Paper presented at the Association of Southern Agricultural Scientists Annual Meeting, Memphis, February 3-6, 1974

EDRS Price MF-$0.75 HC-$1.50

Descriptors—*Community Involvement, Community Leaders, Community Resources, *Health Needs, Health Services, Hospitals, Manpower Needs, Medical Schools, Nurses, Organizations (Groups), *Physicians, *Recruitment, *Rural Areas

Exploring health needs of rural America, the paper concludes that the 2 most basic problems of rural areas are medical manpower and organization of services: the most acute needs are for more primary physicians and for better organization of primary medical practice. Of the various methods considered for geographical redistribution of medical manpower to rural areas, the one that may hold the greatest promise is the recruitment of physicians to organized groups. Also, in some rural areas, solutions completely different from the traditional "physician in residence" must be sought. Emphasis may be needed on expanded transportation and communication capabilities, part-time use of physicians and allied health workers, new physician support occupations, and better understanding of individual health practices. To help close these gaps in rural communities, several suggestions are offered, such as: (1) physicians in communities can lead recruitment efforts; (2) if communities do not have adequate financial and population resources for recruitment, they can combine their resources with nearby communities; (3) citizens in every community can make efforts to reduce the burdens they place on rural physicians; and (4) the need for medical personnel can be advertised through physician placement services, medical schools, and teaching hospitals. It is also noted that, to improve rural health, the totality of deficiencies in rural living today must be addressed. (KM)

ED 088 619 RC 007 742

Ryan, Ellen Bouchard Carranza, Miguel A.

A Methodological Approach to the Study of Evaluative Reactions of Adolescents Toward Speakers of Different Language Varieties.

Pub Date Apr 74

Note—13p.; Paper presented at the Annual Meeting of the Southwestern Sociological Association, Dallas, Tex., March 1974

EDRS Price MF-$0.75 HC-$1.50

Descriptors—Adolescents, *American English, Anglo Americans, *Auditory Perception, Bilingualism, Cultural Background, English (Second Language), Mexican Americans, Oral Expression, *Phonemics, Pronunciation, *Role Perception, *Spanish Speaking

Summarizing recent research on evaluative reactions toward Mexican American speech varieties, the paper obtained contrasting evaluative reactions for standard English versus standard Spanish, for standard English versus highly accented English, and for varying degrees of accented English. Anglo and Mexican American adolescents from a Chicago high school rated the personalities of 16 speakers representing 4 "context x language" categories: English-Home, Spanish-Home, English-School, and Spanish-School. For both groups, there was a definite preference for English in school, and slight preference for Spanish in the home. The important effect of the contextual domain on evaluative reactions toward English and Spanish speakers suggested that the subject takes into account the appropriateness of the speaker's behavior as well as his ethnicity. In eliciting reactions toward standard and accented English, standard speakers received more favorable reactions in every case. The relationship between the amount of accentedness heard and the attributed characteristics of the speaker was also investigated. High correlations between accentedness rating and each of the other ratings indicated that small increments in accentedness are associated with gradually less favorable impressions of the speaker. Overall, the investigations established the effects of context and degree of accent, indicating that group membership is only one factor underlying the reactions. It was also noted that, since the studies were conducted solely in the Chicago area, they revealed only one dimension of the Mexican American adolescent experience. (KM)

ED 088 620 RC 007 743

Falk, William W. And Others

The Occupational Projections of Rural Blacks from Segregated and Desegregated Schools.

Texas A and M Univ., College Station. Texas Agricultural Experiment Station.

Spons Agency—Department of Agriculture, Washington, D.C.
Report No—TAES-H-2811; USDA-CSRS-S-81
Pub Date Mar 74
Note—32p.; Paper presented at the Southwestern Sociological Association annual meeting, Dallas, Tex., March 1974; Related document is ED081543
EDRS Price MF-$0.75 HC-$1.85
Descriptors—Comparative Analysis, Disadvantaged Groups, Educational Research, *Environmental Influences, *Negro Students, *Occupational Aspiration, Occupational Mobility, Perception, Racial Segregation, Research Projects, Rural Areas, *School Integration, School Policy, *School Segregation, Vocational Development
Identifiers—*Texas

The study seeks an answer to the broad question: do black youths who attend racially desegregated schools have occupational aspirations and expectations which are significantly different (higher or lower) from black youths who attend racially segregated schools? The sample was limited to youths from 3 rural Texas counties and only those with parental SES scores, using the Duncan socioeconomic index (1961), of equal to or less than 45 were included. In addition to testing for differences in occupational projections, analysis of 2 previously tested propositions was also reported. These dealt with the goal blockage an individual envisioned might prevent his obtaining the occupation he most desired. The 2 blockage items analyzed were race and schools attended. Information used in this analysis was obtained by combining data collected from a panel of high school sophomores and seniors in 1966 and 1968, with a follow-up in 1972. The differences in occupational projections of blacks from segregated and desegregated schools were minimal. It was noted that it was the desegregated, not the segregated, blacks who saw schools attended as comparatively more detrimental; this was the opposite of what had been posited. The overall finding of the study concluded that school desegregation in and of itself will have little, if any, effect on the mobility chances of black youths. (FF)

ED 088 621 RC 007 744
Forslund, Morris A.
A Self-Concept Comparison of Indian and Anglo Delinquency in Wyoming.
Governor's Planning Committee on Criminal Administration, Laramie, Wyo.
Pub Date Mar 74
Note—15p.; Paper prepared for the annual meeting of the Southwestern Sociological Association, Dallas, Tex., March 1974
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Alcoholism, *American Indians, *Anglo Americans, *Comparative Analysis, *Delinquency, Delinquency Causes, Disadvantaged Groups, Drug Abuse, Females, Males, Research Projects, Reservations (Indian), School Vandalism, *Secondary School Students, Socioeconomic Status, Tables (Data)
Identifiers—*Wyoming

The study is a continuation of previous research into the nature and magnitude of the delinquency problem among Wind River Indian Reservation youths in Wyoming. The study is based on responses to a self-report questionnaire concerning delinquent acts, alcohol use and drug use which was administered to 9-12 grade students in high schools in the Wind River Indian Reservation area (May 1972). Findings were based on a sample that included 355 Anglo males, 315 Anglo females, 68 Indian males and 62 Indian females. There was little overall difference in the self-reported delinquent activities of Indian and Anglo males, with the exception that Indians were more involved in offenses centering around the school. Data did indicate, however, that compared to the Anglo female, the Indian female was considerably more involved in running away from home and in school centered offenses. Also, although there was an indication of a slightly greater drug use by Indians, the study did not indicate that illegal drinking is more of a problem among Indians than Anglos. The Indian youths in this study were disproportionately concentrated in the lower class and were somewhat underrepresented in the middle class. Thus, it is possible that some or all of the differences that have been found between Indian and Anglo delinquency may be due to differential social class distribution. This hypothesis was analyzed by sex, race, and social class. (FF)

ED 088 622 RC 007 745
Sturges, A. W.
The Small School: A Rediscovered Resource in American Education.
Pub Date 27 Mar 74
Note—7p.; Paper prepared for 79th Annual Meeting of the North Central Association of Colleges and Secondary Schools, Chicago, Ill., March 24-27, 1974
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Adjustment (to Environment), Consolidated Schools, Curriculum Development, *Educational Improvement, Educational Resources, *Effective Teaching, Equipment Utilization, Flexible Scheduling, Geographic Location, History, Individualized Instruction, Interschool Communication, *Rural Areas, Rural Urban Differences, School Community Relationship, Shared Services, *Small Schools

Small schools, at one time the basis of education in the U.S., achieved an uncomfortable status with the development of urban centers and increasingly larger schools. Urged to consolidate to provide better services and to reduce costs, small schools were reluctant to abandon many of their advantages, such as close teacher-student relationships. Therefore, they adapted to the change, continuing to capitalize on a major strength--the emphasis on the human element of learning. This paper presents 6 major adaptations that have not only improved rural education, but that have also maintained the small school. These are: (1) the development of shared service programs; (2) the addition of extra courses to supplement curricula (i.e., correspondence courses, honors seminars via telephone, and multiple classes); (3) flexible scheduling, where teachers can identify problems during the morning, discuss and develop the idea during the afternoon, and run a trial test the next day; (4) the development of close community-school relations, and the joint resolution of local problems, such as the combining of the town and school libraries; (5) a development of empathy for the learner, where teachers and community members with special expertise assist other teachers and groups when needed; and (6) the maximum utilization of resources, especially the development of natural resources by students and teachers. Many small school administrators feel that these practices could be well adapted to the larger, urban schools. (KM)

ED 088 623 RC 007 746
McClure, Lyndon Taylor, Matt
A Survey of the Occupational and Educational Needs of the American Indian in Dallas County.
Dallas County Junior Coll. District, Tex.; Texas Education Agency, Austin. Div. of Occupational Research and Development.
Report No—TEA-C-29387-38140
Pub Date 73
Note—38p.
EDRS Price MF-$0.75 HC-$1.85
Descriptors—Academic Aspiration, American Indians, Career Choice, *Educational Needs, Identification (Psychological), *Nonreservation American Indians, Occupational Choice, *Occupational Surveys, *Population Trends, *Self Concept, Tables (Data), Tribes, Urban Environment, Urban Immigration
Identifiers—*Dallas County, Texas

In 1971, during a minority recruitment project, the Dallas County Community College District discovered that reliable information about the Dallas Indian population did not exist. Therefore, this study was funded to investigate educational, employment, personal and cultural needs of the Indian community. The survey form contained 84 questions in 4 categories: (1) personal, (2) education, (3) employment, and (4) culture. Procedures to implement the survey included the hiring and training of Indian surveyors. Over 1,260 family units had been surveyed when data gathering was concluded on July 31, 1972. Indians came to Dallas because of a greater chance for employment and were planning to stay for the same reason, yet their children, born and raised in the city, expressed a strong desire to return to their parents' rural home. Almost 1/2 did not complete high school education. Only 44% attended a college or technical school. Only 3.1% completed 4 years of college and received a bachelor's degree. A great deal of interest was expressed in training for management and eventual self-employment. Roughly 3/4 of the respondents understood their native language and 50% said they spoke it. Eight recommendations were included; i.e., Indian organizations in Dallas should implement a program to aid Indians in their adjustment to city life. (FF)

ED 088 624 32 RC 007 747
Moore, William G., Comp. And Others
Evaluation of Migrant Education, Numero Dos, Title I-M Programs in the State of Oregon. September 1972 - August 1973.
Oregon State System of Higher Education, Monmouth. Teaching Research Div.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.
Pub Date 73
Note—351p.; Related document is ED077628
EDRS Price MF-$0.75 HC-$17.40
Descriptors—*Ancillary Services, Educational Development, *Educational Programs, Elementary Grades, Health Services, Higher Education, *Migrant Education, Nutrition, *Program Evaluation, Secondary Grades, Social Services, *State Departments of Education, State Federal Support, Summer Programs
Identifiers—Elementary and Secondary Education Act Title I, ESEA Title I, *Oregon

The Migrant Education Section of the Oregon State Department of Education is responsible for providing educational and ancillary services to children of migrant agricultural workers. Title I, Elementary and Secondary Education Act (ESEA), provides payment to state educational agencies for assistance in educating migrant children. Funds provided by the U.S. Office of Education are used to meet special educational needs of these children and to coordinate these services with similar programs and projects in other states. In fiscal year 1972-73, regular year area projects were funded in Oregon. They provided diversified educational, health, nutritional, and social services for migrant students from kindergarten through high school. The major emphasis of the state plan was on these projects, but provisions were made for eight summer school programs in 1973. These were designed for children aged 5-14 and were directed toward improving reading and communication skills, diversified school and field trip experiences and health and nutritional services. Although these two types of programs formed the core of state migrant education, an undergraduate program in bilingual education was also established at Eastern Oregon State College. In addition to the above programs, the report describes the Migrant Education Service Center and the evaluation plan design. The bulk of the document gives individual reports, by county, for the regular year and summer programs. (KM)

ED 088 625 RC 007 748
Wells, Robert N., Jr. And Others
Community Mobilization and Leadership Development on the St. Regis (Akwesasne) Mohawk Reservation.
Pub Date 29 Mar 74
Note—29p.; Paper presented at the Southwestern Sociological Association 1974 Annual Meetings, March 29, 1974
EDRS Price MF-$0.75 HC-$1.85
Descriptors—Activism, American Indians, Community Action, *Community Development, Cultural Awareness, Economic Development, *Educational Improvement, Educational Practice, Health Programs, History, Housing, *Individual Power, Law Enforcement, Local Government, *Reservations (Indian), School Boycotts, *Treaties
Identifiers—*Mohawks

Since the school boycott at the on-reservation St. Regis elementary school in 1968, the Mohawk Indians have made major strides toward achieving greater educational opportunity, cultural awareness, and community self-determination. Under the leadership provided by the chiefs and the 3 elected committees--education, housing, and library culture center--a number of programs have been initiated which have served to improve the quality of life on the reservation and open new opportunities for Mohawks. Beginning with the library project the Mohawks have attempted to bridge the barrier to tribal unity created by the international border (United States and Canada) that divides tribal lands. Planned programs in

education, health, and economic development are aimed at further reducing this artificial division of the Mohawk community. There exists a growing sense of pride in the community by virtue of the accomplishments achieved over the past 6 years (1968-74). The presence of the cultural center and the initiation of mohawk language and cultural-history courses in the schools has contributed substantially to increasing Mohawk tribal identity and self-awareness. The sense of unity and community strength which developed out of the school boycott has enabled the Mohawks to begin the long road to regaining control of their community. Membership on the school board and voting rights in school elections have made the school districts more responsive to Mohawk needs. (FF)

ED 088 626 RC 007 749
Heiman, Elliott M. *Kahn, Marvin W.*
Demographic and Symptom Characteristics of Lower Socioeconomic Patients from a Barrio Neighborhood Mental Health Service.
Pub Date Apr 73
Note—18p.; Expanded version of a paper read at the Western Psychological Association Meeting, Anaheim, Calif., April 1973
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Community Surveys, *Demography, Economically Disadvantaged, Emotional Problems, Family Problems, Females, *Individual Characteristics, Medical Services, *Mental Health Programs, *Mexican Americans, Neighborhood Centers, *Patients (Persons), Personality Problems, Physical Characteristics, Program Effectiveness, Young Adults
The population surveyed consisted of all cases referred to the Social Service-Mental Health Section of the El Rio Santa Cruz Neighborhood Health Center (NHC) from June to October 1971. The NHC provides comprehensive mental health services to the predominantly Mexican American Model Cities area of Tucson, Arizona. The principal contact person at NHC--social worker, psychologist or psychiatrist--filled out an information schedule on each patient. This schedule included demographic information, social history, and the presence and intensity of certain symptoms and problem behaviors. The findings suggested that this NHC service was able to reach a high risk Mexican American population frequently missed by mental health programs, contrary to the findings of other studies. The patients seen were predominantly poor, young adult Mexican American women with marital problems, somatic complaints, and symptoms of depressions. (KM)

ED 088 627 RC 007 750
Stewart, Ida Santos
Cultural Differences in the Attributions and Intentions of Anglos and Chicanos in an Elementary School.
Pub Date Apr 74
Note—28p.; Paper presented at 1974 AERA Meeting (Chicago, Illinois, April 1974)
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*Anglo Americans, Attitudes, Behavior, Comparative Analysis, *Cultural Differences, Elementary Education, *Mexican Americans, Parent Attitudes, Social Attitudes, Spanish Speaking, *Student Teacher Relationship, Tables (Data), *Values
Identifiers—*Chicanos
The study tried to identify assumptions and intentions that Anglo teachers, children, and parents, and Chicano children and parents hold of each other, their perceptions of each other, the extent to which these perceptions are realistic, and the implications of cultural differences and similarities in the education of Chicanos. The sample used for the elicitation of critical incidents in Phase I consisted of 24 Chicano parents, 31 Chicano children, and 14 Anglo teachers. The retest sample in Phase II (attribution and intention) consisted of the original 24 Chicano parents, added 13 Anglo parents and 20 Anglo children. The final sample was composed of 12 Anglo teachers, 10 Chicano parents, 10 Chicano children, 10 Anglo parents, and 10 Anglo children. Seven results were drawn from this study, such as (1) Anglo and Chicanos were more similar in their use of attributes than they were similar in their use of intentions; and (2) there were no clear, uncomplicated differences between how Anglos and Chicanos deal with children in a classroom context. On the basis of the study results, 6 assertations and implications for the education of Chicano children are made--e.g., in developing educational programs for Chicano children, educators cannot seek simplistic solutions, such as bilingual programs. (FF)

ED 088 628 RC 007 751
Wilson, Dorothy Clarke
Bright Eyes. The Story of Susette La Flesche, an Omaha Indian.
Pub Date 74
Note—396p.
Available from—McGraw-Hill Book Co., 1221 Avenue of the Americas, New York, N.Y. 10020 ($8.95)
Document Not Available from EDRS.
Descriptors—Acculturation, *Activism, American Indian Culture, *American Indians, *Biographies, Culture Conflict, Dissent, Laws, Legislation, Reservations (Indian), Treaties, Tribes, *United States History, *Women Teachers
Identifiers—Bright Eyes, Inshta Theamba, *La Flesche (Susette), Omahas
The document is the biography of Susette La Flesche, whose name in Omaha was Inshta Theamba (Bright Eyes). She was the daughter of a French-Indian who, in the mid-1800s, became the last head chief of the Omahas. Her heritage--the legends, songs, sacred ceremonies and ancient wisdom of her people--came into conflict with the white man's world when she was sent to the mission school. Later she attended an Eastern school and while there determined to return to her reservation to share her knowledge as a teacher. When she did, however, she found that a kindred tribe, the Poncas, their treaty broken, were being exiled to arid, malaria rideen Indian territory, and the Omahas themselves were threatened. Accompanied by a small group, Bright Eyes came East to seek justice for the Indians. She addressed vast audiences, testified before Senate committees, and was feted in the White House. Through her efforts, new legislation was passed, a measure of justice was gained for the Poncas, and the Omahas kept, and still keep, a shrunken portion of their ancestral lands. Later Bright Eyes lectured in England, fought for Indian citizenship, and was at Wounded Knee during the massacre of 1890. (Author/KM)

ED 088 629 RC 007 752
Gatzke, Ned S. *Starkey, John D.*
A Model for Outdoor Education.
Pub Date 74
Note—32p.
EDRS Price MF-$0.75 HC-$1.85
Descriptors—Curriculum Development, *Curriculum Research, Elementary School Curriculum, *Elementary School Teachers, *Models, *Outdoor Education, Public Schools, *School Surveys, Tables (Data)
The purpose of this study was to determine the extent and future of outdoor education in the elementary schools of Joint School District Number 1, Port Washington, Wisconsin, from the 1971-72 school year to the present. A questionnaire was distributed to all elementary teachers in grades K-6, with the exception of physical education teachers. The survey gathered data on when students were taken out of the classroom for educational experiences, resource areas used, related curriculum areas, reasons for out-of-door activities, materials used, factors that discouraged outdoor education, and teacher opinions as to the need for a specialist or workshops in outdoor education. Because of the small number of teachers in the survey (44 out of 66 responded) there was not a significant difference between the number of teachers that had participated in outdoor education and those that had not. There were 18 findings which determined, for instance, that outdoor education experiences were most frequent in grades K-4 and that the curricular areas most frequently stressed were science, social studies, health, and safety. The 6 recommendations generally covered resource areas, curriculum, materials, teacher aids, workshops, and the need for an outdoor education specialist. (KM)

ED 088 630 RC 007 753
Loventhal, Milton, Comp. *And Others*
Bibliografia de Materiales Tocante al Chicano: A Bibliography of Materials Relating to the Chicano in the Library, California State University. Second Edition, December 1972.
California State Univ., San Jose.
Pub Date Dec 72
Note—230p.
EDRS Price MF-$0.75 HC-$11.40
Descriptors—Agricultural Laborers, American Indians, *Bibliographies, Bilingual Education, Booklists, Cultural Background, Cultural Enrichment, *Education, Films, *Fine Arts, Foreign Relations, Humanities, Laws, *Mexican American History, *Mexican Americans, Mexicans, Migrants, Politics, Social Values
Identifiers—*Chicanos
Approximately 2,295 books and articles published between 1945 and 1970 are listed in this bibliography for students in the field of Mexican American Studies. Emphasis is on agricultural laborers, bilingualism, Indians of Mexico, Mexico, cultural background, history, politics, and education. The bibliography has complete title and author indexes. It is arranged by subject headings, which are alphabetical. Within these headings, specific items are also listed alphabetically. Items may be listed more than once. Films relevant to the study of Chicano affairs are given in a supplement. (FF)

ED 088 631 RC 007 754
Barnhardt, Ray
Being a Native and Becoming a Teacher in the Alaska Rural Teacher Training Corps.
Pub Date 2 Dec 73
Note—19p.; Paper presented at annual meeting of American Anthropological Association (New Orleans, Louisiana, December 2, 1973). Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.75 HC Not Available from EDRS.
Descriptors—*American Indians, Curriculum Design, *Elementary School Teachers, Experimental Programs, Literature, *Program Evaluation, *Relevance (Education), Rural Areas, School Community Programs, *Teacher Education, Teaching Programs, Training Techniques
Identifiers—*Alaska Rural Teacher Training Corps, ARTTC
The program known as the Alaska Rural Teacher Training Corps (ARTTC) was established in 1970 as a 4-year experimental program to train Native elementary school teachers for rural Alaskan native communities or for any school in the country where an Alaskan teaching certificate is acceptable. The beginning group included an even distribution of males and females ranging in age from 18 to 48 who are a mixture of 4 distinct native groups. As the program proceeded, it became apparent that it was not going to be simply a matter of applying the latest teacher training techniques. This paper explains the 3 basic questions explored in the program: (1) Why train natives to become teachers? (2) What is a native teacher? and (3) How do you train native teachers? Another area that was investigated is the curriculum: what students were doing, and what they were supposed to learn during their stay in the program. Finally, the paper discusses what participants in this experimental program learned. This evaluation and discussion of the above areas concludes that it is difficult to be a native and a teacher too. The program may not really be training "teachers" since the feedback from the participants was that they felt more like general practitioners than specialists. Also, literature in education, as well as anthropology, is often of limited use in the program. (FF)

ED 088 632 24 RC 007 762
Benson, Charles W. *Barber, R. Jerry*
Intermediate Educational Units and Their Promise for Rural Education.
New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Bureau No—BR-6-2469
Pub Date Mar 74
Contract—OEC-1-6-062469-1574 (10)
Note—67p.
Available from—National Educational Laboratory Publishers, Inc., 813 Airport Blvd., Austin, Texas 78702 (Stock No. EC-010; $3.00)
EDRS Price MF-$0.75 HC-$3.15
Descriptors—Community Development, Comparative Analysis, Consolidated Schools, *County Programs, Educational Finance, History, *Intermediate Administrative Units, Leadership, *Regional Schools, *Rural Education, Rural Population, Rural School Systems, *Shared Services, Small Schools

The document discussed the functions of intermediate educational units their relation to rural schools, and the unique needs of rural schools. Chapter I traced the development of the American school system from its inception in colonial America to contemporary times. Characteristics of America's rural population were identified and briefly explained, focusing on educational opportunities in rural areas. The development of the intermediate educational unit was followed from its origin as a county unit to its relatively recent emergence as a regional one. Chapter II contained a detailed comparison of these units, explaining that intermediate units organized on a regional basis are much more efficient and economical than those limited by county lines. Chapter III discussed several specific programs provided through regional intermediate units which appeared to meet the needs of both small and large schools. Recommendations for bettering rural education covered: (1) regulatory versus service roles, emphasizing that, when regional programs are more effective than similar ones offered by individual schools, these schools should be required to participate in the regional program; (2) boards of control, which should represent the clientele organizations of the regional units; (3) financing, including guaranteed basic funding for core program operations; (4) staffing, especially the intermediate unit's chief executive and his administrative team, and (5) improving services to rural schools through these regional intermediate units. (KM)

ED 088 633 RC 007 763

Indian Students in Minnesota's Private Colleges - Who They Are, Where They Come From, Where They're Going, What They Think of Their Experience in College.

Minnesota Private Coll. Research Foundation, St. Paul.

Pub Date 12 Mar 74

Note—12p.

EDRS Price MF-$0.75 HC-$1.50

Descriptors—*American Indians, Career Choice, *College Majors, *College Students, Demography, Financial Support, Higher Education, Nonreservation American Indians, *Private Colleges, Reservations (Indian), *School Surveys, Specialization, Tables (Data), Tribes, Units of Study (Subject Fields)

Identifiers—*Minnesota

The study is a survey of 128 American Indian students who are attending 12 of Minnesota's private colleges this year (1974). Questionnaires completed by 55% of the Indian students during January and February of 1974 told who they are, where they are in their higher education programs, what their major fields of study are, what problems loom large for them, and what recommendations they have for improving the Indian education programs the colleges are sponsoring. Survey data are presented in tabulated form. The students represent 15 different tribes from 12 different states. Chippewas are the most numerous, comprising 60% of the total. The majority of the respondents are 21 years of age, although the range was from 17 to 50. Women comprise 52% of the sample. Marital status data indicate that the majority of them are single. The most common degree objective is bachelor of arts. The majormost selected is Indian studies, followed by nursing and social work. The source of financial support comes from tribal/BIA grants. (FF)

ED 088 634 RC 007 768

A Policy Statement on Staff Development for Migrant Education.

National Committee on the Education of Migrant Children, New York, N.Y.

Pub Date 73

Note—6p.; Authorized by the Conference on Staff Development for Migrant Education, Greenwich, Connecticut, February 20-March 2, 1973

EDRS Price MF-$0.75 HC-$1.50

Descriptors—Adjustment (to Environment), Community Services, Cross Cultural Training, Disadvantaged Groups, *Educational Policy, Ethnic Groups, *Instructional Staff, Leadership, *Manpower Development, *Migrant Child Education, National Programs, Orientation, Program Development, Relocation, School Services, Staff Improvement, *Staff Role, Transient Children

The policy statement for staff development in migrant education first gives a brief history of migrant children, their mobility patterns, and educational practices. It explains that, if migrant children are to have successful experiences in the succession of schools they attend, it will be because of the staff. The most important service a school or community can provide the migrant child is a staff trained to meet his special needs. Despite this, however, there has been no national strategy or funding for staff development, which has seriously impeded achieving the intent of the Title I Elementary and Secondary Education Act migrant amendment. Therefore, the preparation of staff to work with these children must become a national priority in migrant education. Staff development programs hould include training in: (1) helping the migrant child adapt to each new environment; (2) learning to adapt to and work with culturally and ethnically different groups; (3) learning what effect migratory farmwork has on the lives of these children; (4) helping the child better his self concept; and (5) using "-process approach" skills to help children meet new problems and situations. Recommendations for policy implementation and for leadership in staff development programs are also given. (KM)

ED 088 635 RC 007 769

Matthias, Ruth

Counseling the Rural Disadvantaged Student.

Pub Date 72

Note—24p.

EDRS Price MF-$0.75 HC-$1.50

Descriptors—*Aspiration, Counselor Characteristics, Counselor Role, Disadvantaged Environment, *Economic Disadvantagement, Educational Attitudes, Educational Background, *Educational Counseling, Rural Education, *Rural Youth, *Student Problems, Youth Problems

The paper discusses the aspiration problems that rural students confront each day. By exploring their background and family life styles, it is hoped that some sort of understanding of their aspiration problems could aid the school counselors. The paper is divided into 4 main discussions: (1) characteristics of rural life, (2) problems of rural students, (3) counseling rural students, and (4) special problems of counseling in rural schools. The paper points out that rural youths do have special needs and problems--e.g., graduates from small schools experience less success in college than do graduates from larger schools. A review of the literature in this area reveals 3 special interest areas: (1) special tools and skills that will help these students, (2) numerous helpful agencies, and (3) the ability to approach each individual as one human being to another. A list of 24 special problems are also presented, such as (1) parents do not realize the importance of post high school education or training; (2) rural areas are less likely to have manpower programs of vocational training available; and (3) there is less opportunity to participate in job-placement programs. Not all is grim in rural school counseling, though. There is greater flexibility and closeness to students and the community environment. (FF)

ED 088 636 RC 007 770

Hammerman, Donald R., Comp. And Others

Research in Outdoor Education: (Summaries of Doctoral Studies).

Pub Date 73

Note—176p.

Available from—American Association of Health, Physical Education, and Recreation, 1201 Sixteenth St., N.W., Washington, D.C. 20036 ($4.75)

EDRS Price MF-$0.75 HC Not Available from EDRS.

Descriptors—*Abstracts, Camping, Conservation Education, *Doctoral Theses, *Environmental Education, Historical Reviews, Literature Reviews, *Outdoor Education, Program Development, Research, Summer Programs, *Teacher Education, Trails

Approximately 117 doctoral studies on outdoor education which were completed in the past 3 decades are presented. The documents are available to the Council on Outdoor Education and Camping of the American Association for Health, Physical Education and Recreation for publication and distribution to outdoor education leaders interested in the research in the field. The summarized dissertations fall generally into 5 major categories: (1) proposals for new program developments; (2) organization and administration; (3) historical analysis; (4) teacher education; and (5) evaluation. The summaries consist of a brief statement of the problem, the procedure followed, and a resume of results and conclusions. The University (Northern Illinois, Lorado Taft Field Campus) Microfilm order number is included for the investigator who wishes to obtain the complete study. A library source reference is listed for some of the studies not included in Dissertation Abstracts. It is hoped that these summaries will stimulate further research and the growth of quality programs in outdoor education in educational systems. (FF)

ED 088 637 RC 007 771

Flores, Elvira

Tradition in the Barrio. Level Seven.

Pub Date 74

Note—96p.

Available from—AARDVARK Media Inc., 1200 Mt. Diablo Blvd., Walnut Creek, Ca. 94596 ($3.50)

Document Not Available from EDRS.

Descriptors—*Cultural Background, Cultural Environment, Cultural Images, *Family (Sociological Unit), *Family Role, Grandparents, *Mexican Americans, Moral Values, *Neighborhood, Parent Role, Religious Factors, Siblings, Sociocultural Patterns, Spanish Culture, Spanish Speaking

The stories in this book tell about the life of more traditional Mexican Americans in "barrios" (neighborhoods). Their customs are a mixture of Spanish, Indian, and Catholic influences. Part I, "Tradition in the Barrio", deals primarily with cultural and family relationships. It covers the large Mexican family, the male roles of father, eldest son, and brother; the role of a young lady; the status of grandparents and godparents; and general cultural mores, such as greetings. Part II, "Thoughts from the Barrio", explains the deep respect and pride inherent in "la cultura Mexicana". Intended for 7th grade students, the book also gives discussion questions for each topic in Part I. (KM)

ED 088 638 RC 007 772

Mornell, Eugene S.

The Program of Special Directed Studies: A Five Year Summary.

Claremont Univ. Center, Calif.

Pub Date Jun 73

Note—17p.

EDRS Price MF-$0.75 HC-$1.50

Descriptors—Academic Achievement, Academic Standards, American Indians, Anglo Americans, Cognitive Measurement, *College Admission, College Students, *Compensatory Education, *Disadvantaged Youth, *Mexican Americans, *Minority Groups, Negroes, Non English Speaking, Program Effectiveness, Program Evaluation

Identifiers—California, *Clarement Colleges

The report described one relatively small but extensively researched special admission and compensatory education program at The Claremont Colleges, California. The Program of Special Directed Studies for Transition to College (PSDS) was administered by the Claremont University Center. PSDS was a 5-year experimental project primarily funded by the Rockefeller Foundation. It recruited, selected, and provided a program for students whose high school achievement was inadequate to secure regular admission to the colleges. The program was primarily developed for Mexican American students, although Black, Asian American, American Indian, and Anglo students were included. These students all reflected characteristics of "disadvantage" and "risk". PSDS provided selected students with some $3,800 per year in financial assistance, a special education program, and up to 2 years to qualify for regular college admission. In all, 158 students (61.4% Spanish surnamed) entered the Claremont Colleges through PSDS. Of these, 95 matriculated. The findings tentatively suggested that carefully defined special admission procedures will minimize failure, although the issue of compensatory education effectiveness remains basically unexplored. The findings also suggested that the traditional cognitive measures used to predict academic success for all students are valid only for the student with traditional credentials. Lacking evidence to the contrary, the success of the program at this time may be attributed to selection alone. (KM)

ED 088 639 RC 007 774

Annual Progress Report of the Coastal Bend Migrant Council Health Project, San Patricio Migrant Health Center (Texas), 1973-1974.

Coastal Bend Migrant Council, Mathis, Tex. San Patricio Migrant Health Center.

Spons Agency—Public Health Service (DHEW), Washington, D.C. Migrant Health Service.

Pub Date 31 Jan 74

Note—41p.

EDRS Price MF-$0.75 HC-$1.85

Descriptors—*Annual Reports, Braceros, Community Support, Dental Health, Environmental Technicians, Financial Support, Health Programs, *Health Services, *Medical Services, *Migrant Health Services, Migrants, Program Descriptions, Seasonal Laborers, *State Programs

Identifiers—*Coastal Bend Migrant Council, Texas

The annual medical progress report covers migrant health services in San Patricio County, Texas, from February 1, 1973 to January 31, 1974. The report discusses: staff, administration, cardiology, dental services, health services, medical services, outreach and environmental health services, prescription services, registration and identification, newspaper articles, and project statistics. The objective of the migrant health program was to increase the availability and access of high quality, family-centered care services to migrant workers and their families. To date, this has been accomplished through the Coastal Bend Migrant Council, which emerged to sponsor the health program so that the migrant workers and their families might receive the needed health care. Participation of the San Patricio County Medical Association was also accomplished. This was done by registering the patients, identifying these patients with a card and giving them a choice of physicians. Forms, such as physician acceptance form, family registration form, and patient acceptance form, are also included. (FF)

ED 088 640 RC 007 775

Krebethe, William F.

Annual Medical Report of the Coastal Bend Migrant Council Health Project, San Patricio Migrant Health Center (Texas), 1973-1974.

Coastal Bend Migrant Council, Mathis, Tex. San Patricio Migrant Health Center.

Spons Agency—Public Health Service (DHEW), Washington, D.C. Migrant Health Service.

Pub Date 74

Note—7p.

EDRS Price MF-$0.75 HC-$1.50

Descriptors—*Annual Reports, Braceros, *Clinics, Community Support, Dental Health, Environmental Technicians, Health Occupations, Health Programs, *Health Services, Medical Services, *Migrant Health Services, Migrants, Optometrists, Physicians, Program Descriptions, Seasonal Laborers, Social Services, *State Programs

Identifiers—*Coastal Bend Migrant Council, Texas

The primary goal of the migrant health project in San Patricio County, Texas was to establish out-patient family health care for migrant and seasonal farmworkers. Several accomplishments were made. By using a physician assistant, the clinic was able to add an additional work without the necessity of extending their hours. The dental services have been expanded to a 3-day week. A cardiac clinic is held once a month for migrant parents and children. These patients are given a chest X-ray, a complete physical, and a developmental history, followed up with electrocardiograms. A surgical clinic is also held once a month by a pediatric surgeon. A weekly foot clinic is held by a podiatrist. A new additional health service is the optometric consultant for patients requiring glasses. In social services, an additional nun, who specializes in child guidance, was added. Inclusion of other physicians within the county who treat patients in their own offices has relieved some of the transportation burden. The exciting accomplishment was the addition of hospitalization. Other services provided are an obstetrical clinic, ambulance services, and the registration and issuing of cards to attract migrants to the clinic. (FF)

ED 088 641 RC 007 776

Brunn, R. Beto And Others

Isomorphism and the Intervalization of Occupational and Educational Status.

Texas A and M Univ., College Station. Texas Agricultural Experiment Station.

Spons Agency—Department of Agriculture, Washington, D.C.

Report No—TAES-H-2811; USDA-CSRS-S-81

Pub Date Feb 74

Note—17p.; Paper presented at the Rural Sociology Section, SAAS Meeting, Memphis, Tennessee, February 1974

EDRS Price MF-$0.75 HC-$1.50

Descriptors—*Comparative Analysis, Concept Formation, *Educational Status Comparison, Employment Patterns, Evaluation, Group Norms, High School Students, *Measurement Techniques, Occupational Aspiration, *Occupational Surveys, Research Criteria, *Rural Youth, Social Status, Sociocultural Patterns

The question addressed in this paper is to what extent does the use of measurement indicators based on differing, even contradictory, epistemic assumptions affect the acceptability of the empirical conclusions. The approach used monotonic transformations of empirically obtained measures of occupational and educational status to investigate the effect of patterns of intervalization which were isomorphic with epistemic relationship between the indices and the theoretical construct of social status. Data for this report were obtained from a 3 wave, 6 year panel of nonmetropolitan southern youths in Texas, Louisiana, Mississippi, Georgia, Alabama, and South Carolina. The first sample of high school sophomores was originally collected in 1966 and 1967, and subsequently 2 and 6 years later. From the resulting panel of 1,228, 627 males were analyzed. The analysis of the matrix of occupational transformations tended to suggest that, at least, for occupational status measures of the Duncan SEI type that the relaxation of assumption of interval measurement required for parametric procedures may not result in excessive error. The configuration of the correlation coefficients for the educational status tended to follow a similar pattern. The reader is cautioned, however, about accepting the conclusions drawn from this analysis because there do not exist, at this time, any satisfactory procedures for analyzing differences in the type of coefficients produced or for directly evaluating epistemic error. (KM)

ED 088 642 RC 007 777

Kirklin, Sharon K. Cosby, Arthur G.

Educational and Marital Attitudes: Directionality and Mutual Dependence.

Texas A and M Univ., College Station. Texas Agricultural Experiment Station.

Spons Agency—Department of Agriculture, Washington, D.C.

Report No—TAES-H-2811; USDA-CSRS-S-81

Pub Date Feb 74

Note—21p.; Paper presented at the Rural Sociology Section, SAAS Meeting, Memphis, Tennessee, February 1974

EDRS Price MF-$0.75 HC-$1.50

Descriptors—Attitudes, Comparative Analysis, *Educational Objectives, *Goal Orientation, Higher Education, High School Students, Males, *Marriage, Personal Values, *Rural Youth, Social Development, Womens Education, *Womens Studies

The objective of this paper was to investigate, within a path analytic framework, the form and degree of the relationship between young women's marital plans and their educational expectations. The data for analysis were obtained from a 3 wave, 6 year panel of non-metropolitan southern youths in Texas, Louisiana, Mississippi, Georgia, Alabama, and South Carolina. The first sample of high school sophomores was originally collected in 1966 and 1967, and subsequently 2 and 6 years later. The analysis of the stability of marital plans and educational expectations in this report focused only on these attitudes during the sophomore and senior years. The analysis for females indicated that the correlation between marital plans and educational expectations observed in cross-sectional data results from marital plans, in part determining subsequent development of educational expectations, whereas the reverse influence is of negligible effect. At a higher level of abstraction, it would support the contention that marriage and possibly motherhood were major goals for women relative to educational considerations. The same analysis for males, however, resulted in the lack of any relationship between the 2 variables. (KM)

ED 088 643 24 RC 007 778

Palmer, James M.

The Impact of Private Education on the Rural South.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2469

Pub Date Feb 74

Contract—OEC-1-6-062469-1574(10)

Note—40p.

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Blvd., Austin, Texas 78702 (Stock No. EC-009; $3.00)

EDRS Price MF-$0.75 HC-$1.85

Descriptors—Civil Rights, Educational Accountability, Educational Equality, Educational History, *Educational Quality, Facilities, Nonpublic School Aid, Parochial Schools, Private Financial Support, *Private Schools, Program Effectiveness, Public Schools, Racial Integration, *Rural Education, *School Integration, *Southern Attitudes

Since 1952, the South has experienced a remarkable growth in private schools. These new schools, because of their relationship to the desegregation of public schools, have often been dubbed "Segregation Academies". This phenomenon is quite extensive, and the evidence seems to indicate that it may well be continuing. There are 6 basic types of private (non-parochial) schools: schools for special groups; schools for the handicapped; college preparatory schools; Christian schools (non-denominational); community schools; and Segregation Academies. The Segregation Academies, predominant in the South, arose out of the desegregation movement in the early 1950's. They first played a dual role -- acting as a safety valve to prevent possible racial violence while prolonging, if not heightening, racial tensions. Since that time, these schools have flourished and appeared to have become a permanent part of southern life. Discussing this issue, the paper concludes: (1) private education in the South is a factor that must be reckoned with; (2) since these schools are not bound by tradition or bureaucracy, they may develop innovative educational models that can be used in public schools; (3) where private schools are strong in a local community, the public school may need to place a stronger emphasis on vocational curricula; (4) some type of open communication needs to be established between the public and private systems; and (5) some form of state accreditation and/or setting of educational standards should be afforded these schools. (KM)

ED 088 644 RC 007 779

Alaskan Native Needs Assessment in Education (Project ANNA). Research and Evaluation Report Series No. 18.

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.; Bureau of Indian Affairs (Dept. of Interior), Juneau, Alaska.

Report No—RES-18

Pub Date Oct 73

Note—188p.; Not available in hard copy due to marginal legibility of original document; Related documents are RC007780-RC007787

EDRS Price MF-$0.75 HC Not Available from EDRS.

Descriptors—*American Indians, Boarding Schools, Decision Making, Dropouts, *Educational Assessment, *Educational Needs, Equal Education, *Eskimos, Federal Programs, Prediction, Program Descriptions, Program Evaluation, Relevance (Education), Research Projects, Resources, Self Directed Groups, *Student Characteristics, Student Enrollment

Identifiers—*Alaskan Native Needs Assessment, Alaskan Natives, ANNA, BIA, Bureau of Indian Affairs

In recent times the ultimate role of the Bureau of Indian Affairs (BIA) in Alaskan education has been questioned, focusing on how much longer the BIA will operate schools and what form, if any, BIA education will have within and following the next 5 years. Therefore, the Commissioner of Indian Affairs (former Area Director for the Juneau Area Office) asked that the Alaska Native Needs Assessment in Education (Project ANNA) be undertaken. The project was conducted from January-October, 1973. The document content includes (1) a project description of the needs as-

sessment in education; (2) student survey; (3) student characteristics; (4) Alaskan Native student enrollment; (5) resident education evaluation; (6) educational preferences of Alaskan Native School Boards; (7) Alaskan Native high school dropouts; and (8) a future educational outlook. For easy reading and understanding, a project summary is presented first. The reader is advised to pay close attention to the Appendices, when the vital details of this report are contained. Though this project was not as broad as was planned, it encompasses a comprehensive approach to basic issues in Native education and should serve an important role in the decision-making process. Although data from the project will be used in a number of different problem areas, it centers on certain specified areas, such as the identification of the educational preference of Alaskan Native peoples and the development of a benchmark of education information which reflects current BIA programs. (FF)

ED 088 645 RC 007 780

Alaskan Native Needs Assessment in Education (Project ANNA), Project Description.

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.; Bureau of Indian Affairs (Dept. of Interior), Juneau, Alaska.

Pub Date Feb 73

Note—16p.; Related documents are RC007779, RC007781-RC007787

Available from—Not available separately; see RC007779

Document Not Available from EDRS.

Descriptors—*American Indians, Boarding Schools, Decision Making, *Educational Assessment, Eskimos, *Federal Programs, Government Role, Individual Power, Information Needs, Legal Responsibility, Prediction, *Program Descriptions, Project Applications, Research Projects, Resources, *Self Directed Groups

Identifiers—*Alaskan Native Needs Assessment, Alaskan Natives, ANNA, BIA, Bureau of Indian Affairs

A project description of the Alaskan Native Needs Assessment (ANNA) in education is presented. The 4 objectives are (1) identify the education preferences of Alaskan Native peoples; (2) develop a benchmark of education information which reflects current Bureau of Indian Affairs (BIA) programs; (3) develop alternatives and make recommendations on the future role of BIA education; and (4) develop alternatives and make recommendations on the future of the 2 BIA boarding schools in Alaska. One of Project ANNA's basic assumptions is that the policy of self-determination set forth in the President of the United States's message on American Indians means that efforts will be directed toward providing information that Native Peoples may use to determine their own educational destinies for Project ANNA. The project scope covers the total education program of the BIA in Alaska and relationships to non-BIA education programs and concerns. The approach taken in Project ANNA is that it will provide valid information to decision-makers. Organizationally, the project includes: (1) educational preferences of Alaskan Natives; (2) resident education programs; (3) Johnson O'Malley (JOM) Programs; (4) higher education; (5) emerging concerns (referring to relationships with non-BIA programs); and (6) State of Alaska learner needs assessment. The project committee, its role, and its structure are also described. (FF)

ED 088 646 RC 007 781

Boyd, Marjorie, Comp. Hena, Jim, Comp.

Project ANNA Student Survey.

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.; Bureau of Indian Affairs (Dept. of Interior), Juneau, Alaska.

Pub Date Oct 73

Note—37p.; Related documents are RC007779-RC007780, RC007782-RC007787

Available from—Not available separately; see RC007779

Document Not Available from EDRS.

Descriptors—*American Indians, Boarding Schools, *Decision Making, *Educational Assessment, Eskimos, High School Students, Objectives, Parent Student Relationship, Personal Interests, Research Projects, *School Surveys, Student Characteristics, *Student Opinion, Student Teacher Relationship, Tables (Data)

Identifiers—*Alaska Native Needs Assessment, Alaskan Natives, ANNA, Bureau of Indian Affairs: BIA

In reviewing the Alaskan Native Needs Assessment (Project ANNA), it was determined that one of the most important educational decision-makers was the student. This concern reflected the belief that in Alaskan Native communities, students and their desires are a potent factor in deciding which option (boarding school, boarding home program, state dormitory) to select for high school. The survey method was: (1) questionnaires were mailed to each school for school officials to distribute to students; (2) questionnaire content was outlined by the Project ANNA committee; and (3) the completed questionnaires were returned to the Indian Education Resource Center, Albuquerque, New Mexico. Responses were presented in graph forms. Data indicated that the Alaskan Native students would like to keep the boarding schools, the boarding home program, and village schools all as viable options. Many wanted to attend college or pursue some form of training past high school. They expressed a preference for the 2-world goal, to be prepared to live in or out of the village. The most important finding of the survey was the "Mobility Factor", referring to the movement from one high school program to another. It was discovered that 42% of the high school students had changed high schools. (FF)

ED 088 647 RC 007 782

Kleinfeld, J. S.

Characteristics of Alaska Native Students.

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.; Bureau of Indian Affairs (Dept. of Interior), Juneau, Alaska.

Pub Date Sep 73

Note—29p.; Related documents are RC007779-RC007781, RC007783-RC007787

Available from—Not available separately; see RC007779

Document Not Available from EDRS.

Descriptors—Academic Achievement, *American Indians, Cognitive Development, Cultural Background, Cultural Factors, Dropouts, *Educational Assessment, Educational Problems, Eskimos, Higher Education, High School Students, Individual Power, Morale, Research Projects, *Self Concept, *Social Attitudes, *Student Characteristics, Values

Identifiers—*Alaskan Native Needs Assessment, Alaskan Natives, ANNA, BIA, Bureau of Indian Affairs

Discussing the "characteristics" of Alaskan Native students presents a serious danger-the problem of overgeneralization and stereotyping. Covering educational programs designed for Native children, the ANNA Project Appendix discusses: (1) cognitive and social strengths of the students; (2) educational problems such as academic achievement and identity formation; (3) cultural factors; (4) dropout problems; (5) transferring from high school to high school; (6) success in higher education; and (7) effectiveness of different types of educational institutions. From the discussion, it is concluded that the central problems of Indian and Eskimo students occur at the secondary school and college levels. While academic achievement levels below national norms do cause students difficulty, the fundamental issues appear to lie in the area of strong identity formation. Almost never do teachers or employers say that Native students do not succeed because they lacked the necessary cognitive or academic abilities. Rather, when Native students do not succeed, it appears to be because they lack a sense of direction and purpose which leaves them vulnerable to negative social influences. Educational environments need to be designed which create strong identities and which develop the unified values that organize one's life and give it meaning. (FF)

ED 088 648 RC 007 783

Alaskan Native School Enrollments, BIA, State, Private: Total School Enrollments, Elementary and Secondary; State of Alaska, Department of Education, Enrollment by Ethnic Group, Summary; Total Enrollment in Bureau of Indian Affairs Schools, Final School Reports, 1972-73; Private and Denominational Schools, locations, and Native Enrollments.

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.; Bureau of Indian Affairs (Dept. of Interior), Juneau, Alaska.

Pub Date 73

Note—26p.; Related documents are RC007779-RC007782, RC007784-RC007787

Available from—Not available separately; see RC007779

Document Not Available from EDRS.

Descriptors—*American Indians, Boarding Schools, *Demography, *Educational Assessment, Elementary School Students, Eskimos, Ethnic Groups, High School Graduates, High School Students, Parochial Schools, Population Trends, Private Schools, Public Schools, Research Projects, School Location, *Student Enrollment, *Tables (Data)

Identifiers—*Alaskan Native Needs Assessment, Alaskan Natives, ANNA, BIA, Bureau of Indian Affairs

Presented is the 1972-73 Alaskan Native School enrollment in the Bureau of Indian Affairs (BIA) schools, State public schools, and private schools. Charts are used to summarize the enrollment by school, educational level, and ethnic group. The State public schools have the largest number of Alaskan Native students, with a total of 15,855, with 5,140 in elementary and 715 in high school. The private school total is 422--with 91 elementary and 331 high school students. Information on high school graduates is also given. (FF)

ED 088 649 RC 007 784

Shook, Vern

Resident Education Evaluation (Project ANNA).

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.; Bureau of Indian Affairs (Dept. of Interior), Juneau, Alaska.

Pub Date 73

Note—21p.; Related documents are RC007779-RC007783, RC007785-RC007787

Available from—Not available separately; see RC007779

Document Not Available from EDRS.

Descriptors—*Activities, *American Indians, Boarding Homes, Boarding Schools, *Dormitories, Educational Assessment, Eskimos, Federal Programs, *Measurement Techniques, *Need Gratification, Program Evaluation, Research Projects, State Programs, Tables (Data)

Identifiers—*Alaskan Native Needs Assessment, Alaskan Natives, ANNA, BIA, Bureau of Indian Affairs

The evaluation data for the Bureau of Indian Affairs and State operated dormitories for Native Alaskans is contained in this section of the Project Alaskan Native Needs Assessment. An instrument, originally developed for Project Off-Reservation Boarding Schools, 1972 (ED068237) evaluation, was selected. Eleven procedures for the use of the instrument are listed, such as making arrangements with the directors of the dormitories and administrators of the schools selected for evaluation. Various methods that enhance data retrievability and usefulness have been employed in the presentation of this considerable mass of information. One of these methods uses colors to designate the different needs, e.g., red=physiological, blue=security, green=social, orange=ego, and yellow=esthetic. Three other methods are described to facilitate cross-referencing for more detailed information, maps and building design, and percentage quantification. Needs fulfillment and the instrument used to measure it are also described. The columnar charts illustrate the school's or dormitory's need fulfillment achievements for each activity category, such as student store, counseling, and sports. (FF)

ED 088 650 RC 007 785

Dumont, Katheryn R.

Educational Preferences of Alaskan Native School Boards (Project ANNA).

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.; Bureau of Indian Affairs (Dept. of Interior), Juneau, Alaska.

Pub Date 73

Note—6p.; Related documents are RC007779-RC007784, RC007786-RC007787

Available from—Not available separately; see RC007779

Document Not Available from EDRS.

Descriptors—Adults, *American Indians, Boarding Schools, *Boards of Education, Community Control, Curriculum Design, Decision Making, *Educational Assessment, *Educational Needs, Eskimos, *Parent School Relationship, Public Relations, Research Projects, School Community Relationship, School Surveys, Transfer Students

Identifiers—*Alaskan Native Needs Assessment, Alaskan Natives, ANNA, BIA, Bureau of Indian Affairs

The report is based on a questionnaire which was part of the Alaskan Native Needs Assessment in Education (Project ANNA). It was sent to members of 44 village school boards to determine the educational preferences of Alaskan Native adults. The method asked 6 open-ended questions: (1) What kind of high school does your village want your students to go to? (2) What should happen to Bureau of Indian Affairs boarding schools such as Mt. Edgecumbe? (3) What should be the role of village school boards in local education? (4) Is your school board ready to take over the school? (5) What do you want the school to do for your children? and (6) How well do you think the school is doing its job? Most of the school boards expressed a strong desire to have their children closer to home. A few members felt that if the student attended a larger school in a place like Fairbanks or Anchorage, he could get a better education and a better job after graduation. For the most part, village boards thought they should have increased decision making power. Thirty-one out of 44 participating school boards emphatically denied that they were ready to assume control of their schools. Twenty-two boards felt that the schools should prepare students for an adult life; 37 felt the schools were doing an excellent job. (FF)

ED 088 651 RC 007 786

Jacobson, Desa

Alaskan Native High School Dropouts: A Report Prepared for Project ANNA.

Alaska Federation of Natives, Anchorage.; Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.; Bureau of Indian Affairs (Dept. of Interior), Juneau, Alaska.

Pub Date 73

Note—6p.; Related documents are RC007779-RC007785, RC007787

Available from—Not available separately; see RC007779

Document Not Available from EDRS.

Descriptors—Adjustment (to Environment), *Adjustment Problems, *American Indians, Boarding Schools, Cultural Differences, *Dropout Problems, Dropout Research, *Educational Assessment, Eskimos, *High School Students, Potential Dropouts, Research Projects, Rural Dropouts, Social Adjustment

Identifiers—*Alaskan Native Needs Assessment, Alaskan Natives, ANNA, BIA, Bureau of Indian Affairs

Presented is a summary of the Alaskan Native high school dropouts. The data collected on 180 Native Alaskan high school dropouts was taken from the regional dormitories at Nome, Kodiak, Bethel and Boarding Home programs in Anchorage, Tok, Fairbanks, Dillingham, and Ketchikan. Students who terminated for academic reasons, failed to attend school, and those classified as no shows are categorized as dropping for social reasons. There are few programs, accredited or not, which relate culturally to the students. It is difficult for the students to become socially and academically involved in the boarding home program. The most frequently stated reasons for termination, in relation to the social aspect, are: problems relating to the academic system; problems with community and social adjustment; problems within the boarding home and/or school; and the natural homesickness syndrome. (FF)

ED 088 652 RC 007 787

McDowall, Clayton

The Future--A Report Prepared for Project ANNA.

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.; Bureau of Indian Affairs (Dept. of Interior), Juneau, Alaska.

Pub Date 73

Note—6p.; Related documents are RC007779-RC007786

Available from—Not available separately; see RC007779

Document Not Available from EDRS.

Descriptors—*American Indians, *Educational Assessment, Educational Needs, *Educational Objectives, Eskimos, *Futures (of Society), Institutional Role, Planning, *Relevance (Education), Training Objectives, Trend Analysis

Identifiers—*Alaskan Native Needs Assessment, Alaskan Natives, ANNA, BIA, Bureau of Indian Affairs

An assessment of the future Native Alaskan educational program is presented, showing a complexity of major social trends, technical developments, and accumulating evaluative and projective data that are profoundly challenging the existing educational structures and rationales. The quantity of significant concerns appears endless, ranging from record keeping to revenue sharing. Therefore, in this report discussion of national issues is limited to those which should be of vital concern to Alaska Native programs, while at the same time including those major Alaskan factors that are unique to the situation. An overview of the questions and issues relative to the topic points to 4 areas of educational concern--function, approach, control, and economics. The approaches in education are discussed. All aspects of the traditional approaches to schooling are being challenged for a myriad of valid, and some less than valid reasons--some of the more valid reasons seem to be the information explosion, learning process advancements, and rapid societal changes. In conclusion, the final task would be the evaluation of existing and planned educational approaches in the light of: (1) What is desirable? (2) What is possible? (3) What is probable or certain? (FF)

ED 088 653 24 RC 007 789

Thomas, J. Alan

Financing Rural Education.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2469

Pub Date Mar 74

Contract—OEC-1-6-062469-1574(10)

Note—68p.

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Blvd., Austin, TX. 78702 (Stock No. EC-011; $3.00)

EDRS Price MF-$0.75 HC-$3.15

Descriptors—Administrator Role, *Educational Finance, *Educational Improvement, Federal Aid, Financial Needs, Financial Support, *Full State Funding, Leadership Responsibility, Legal Responsibility, Rural Areas, *Rural Education, School Funds, *State Aid, State Standards, Tax Support

Well-financed and appropriately organized school districts are essential if rural education is to be improved. Since all 3 levels of government (local, state, and Federal) participate in providing revenues for rural education, coordination among them is necessary. In many states, the local property tax still provides a major portion of educational funding. In such states, property tax administration is of prime importance, since a poorly administered system limits the availability of revenues. In much of rural America, therefore, property tax reform is a matter of some urgency. If rural students are to be provided with an education appropriate for life in modern society, the quality of their schooling should not be based on local tax-paying ability. Considering the states' responsibility for the support of education, movement toward full state funding is recommended. Statewide planning is also needed to ensure that revenues provided by the state are used effectively. State leadership in the planning activities of local and regional authorities is an important element in the development of improved rural educational systems. Federal categorical support of programs designed to improve rural education should be continued. Within this complex financial and organizational system, the rural educator plays the key role. Therefore, administrators and school board members in rural communities should be provided with financial and technical assistance to permit them to meet the needs of their students. (KM)

ED 088 654 RC 007 790

Mallas, Aris A. And Others

Strategies for Career Education in Rural Texas and the Relationship of Education to Industrial Development Cycles.

Management Services Associates, Inc., Austin, Tex.

Spons Agency—Education Service Center Region 14, Abilene, Tex.

Pub Date 7 Dec 73

Note—90p.

EDRS Price MF-$0.75 HC-$4.20

Descriptors—*Career Education, Change Agents, Community Leaders, Consolidated Schools, Futures (of Society), Industrial Education, *Industrialization, Population Trends, Relocation, Rural Areas, *Rural Youth, School Industry Relationship, *School Role, *Socioeconomic Influences, Vocational Education

Identifiers—*Texas

Four rural counties in Texas--Jones, Haskell, Stonewall, and Fisher--were selected for the study because they represent every type of problem which needed to be examined to develop a comprehensive career education model. Since 1950, the population in each of these counties has declined, and the population characteristics have changed. Even with a revitalization of agriculture, future economic decline was predicted unless fundamental changes take place, such as industrial development. The ability of these communities to survive rests more with the high school youths than with their parents. In discussing the role of the public school, the report pointed out that lack of intelligent school consolidation is badly hurting the image of the area and dooming the future of those smaller towns with inadequate school systems. In order to save these communities, the schools must become community leaders, especially in providing career education. This will provide a strong attraction for industry to enter the area. A series of strategies for career education were discussed, with only a modest step forward suggested at this time, since the more basic and fundamental problems faced by the area must be resolved before any full-scope career education program can be considered. The document also noted that, although the study only covered 4 counties in Texas, its findings and conclusions were germane to similar counties in rural America. (KM)

ED 088 655 RC 007 794

Guynn, Kenneth Paul

Effects of Ethnicity and Socioeconomic Status on Learning Achievement of Ninth- and Eleventh-Grade Students.

Pub Date Apr 74

Note—56p.; Education Specialist Thesis, New Mexico State University, Las Cruces, NM

EDRS Price MF-$0.75 HC-$3.15

Descriptors—*Academic Achievement, *Anglo Americans, *Comparative Analysis, Curriculum Development, Ethnic Relations, Grade 9, Grade 11, *Mexican Americans, School Holding Power, Self Concept, Small Schools, *Socioeconomic Status

The study attempted to determine whether any significant differences of educational achievement, as measured by a standard test of academic performance, existed between groups and subgroups within 2 high school levels of varied ethnicity and socioeconomic status. The study was conducted at Hot Springs High School, Truth or Consequences (New Mexico). All 9th and 11th grade students enrolled for 1970-71 were involved. Students with Spanish surnames were classified as Mexican Americans; all others as Anglos. Three hypotheses concerning the effects of ethnicity, socioeconomic status, and interaction between ethnicity and socioeconomic status were formulated and tested by analysis of variance. The only significant difference found was that for ethnicity at the 11th grade level. Lack of significant difference for socioeconomic status was attributed to the cohesiveness of the sample grades, smallness of the county population, and absence of racial or social barriers in the community setting. Recommendations included replication with expansion to cover one or more school districts, including both urban and rural areas; assessment of educational goals and procedures and immediate revision of curricula to motivate and retain the low socioeconomic student, especially the Mexican American; and efforts to identify and modify, if practicable, such socioeconomic factors as self-concept. (Author/KM)

SE

ED 088 656 SE 010 501

Anderson, Lewis S.

Country Profiles, Turkey.

Columbia Univ., New York, N.Y. International Inst. for the Study of Human Reproduction.; Population Council, New York, N.Y.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date Jan 70

Note—8p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Biographies, Demography, *Developing Nations, *Family Planning, National Programs, Population Distribution, Population Growth, *Population Trends, Social Sciences
Identifiers—*Turkey
A profile of Turkey is sketched in this paper. Emphasis is placed on the nature, scope, and accomplishments of population activities in the country. Topics and sub-topics include: location and description of the country; population (size, growth patterns, age structure, urban/rural distribution, ethnic and religious composition, migration, literacy, economic status, future trends); population growth and socio-economic development (relationships to national income, size of the labor force, agriculture, social welfare expenditures; history of population concerns); population policies; population programs (objectives, organization, operations, research and evaluation); private efforts in family planning; educational and scientific efforts in population; and foreign assistance for family planning activities. (RH)

ED 088 657 SE 010 502
Keeny, S. M. And Others
Country Profiles, Taiwan.
Columbia Univ., New York, N.Y. International Inst. for the Study of Human Reproduction.; Population Council, New York, N.Y.
Spons Agency—Ford Foundation, New York, N.Y.
Pub Date Feb 70
Note—15p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Biographies, Demography, *Developing Nations, *Family Planning, National Programs, Population Distribution, Population Growth, *Population Trends, Social Sciences
Identifiers—*Taiwan
A profile of Taiwan is sketched in this paper. Emphasis is placed on the nature, scope, and accomplishments of population activities in the country. Topics and sub-topics include: location and description of the country; population (size, growth patterns, age structure, urban/rural distribution, ethnic and religious composition, migration, literacy, economic status, future trends); population growth and socio-economic development (relationships to national income, size of the labor force, agriculture, social welfare expenditures); history of population concerns; population policies; population programs (objectives, organization, operations, research and evaluation); private efforts in family planning; educational and scientific efforts in population; and foreign assistance for family planning activities. (RH)

ED 088 658 SE 010 503
Croley, H. T.
Country Profiles, United Arab Republic.
Columbia Univ., New York, N.Y. International Inst. for the Study of Human Reproduction.; Population Council, New York, N.Y.
Spons Agency—Ford Foundation, New York, N.Y.
Pub Date Aug 69
Note—7p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Biographies, Demography, *Developing Nations, *Family Planning, National Programs, Population Distribution, Population Growth, *Population Trends, Social Sciences
Identifiers—*United Arab Republic
A profile of the United Arab Republic is sketched in this paper. Emphasis is placed on the nature, scope, and accomplishments of population activities in the country. Topics and sub-topics include: location and description of the country; population (size, growth patterns, age structure, urban/rural distribution, ethnic and religious composition, migration, literacy, economic status, future trends); population growth and socio-economic development (relationships to national income, size of the labor force, agriculture, social welfare expenditures); history of population concerns; population policies; population programs (objectives, organization, operations, research and evaluation); private efforts in family planning; educational and scientific efforts in population; and foreign assistance for family planning activities. (RH)

ED 088 659 SE 010 504
Perkin, Gordon W. And Others
Country Profiles, Thailand.
Columbia Univ., New York, N.Y. International Inst. for the Study of Human Reproduction.; Population Council, New York, N.Y.
Spons Agency—Ford Foundation, New York, N.Y.
Pub Date May 69
Note—16p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Biographies, Demography, *Developing Nations, *Family Planning, National Programs, Population Distribution, Population Growth, *Population Trends, Social Sciences
Identifiers—*Thailand
A profile of Thailand is sketched in this paper. Emphasis is placed on the nature, scope, and accomplishments of population activities in the country. Topics and sub-topics include: location and description of the country; population (size, growth patterns, age structure, urban/rural distribution, ethnic and religious composition, migration, literacy, economic status, future trends); population growth and socio-economic development (relationships to national income, size of the labor force, agriculture, social welfare expenditures); history of population concerns; population policies; population programs (objectives, organization, operations, research and evaluation); private efforts in family planning; educational and scientific efforts in population; and foreign assistance for family planning activities. (RH)

ED 088 660 SE 010 509
Country Profiles, Hong Kong.
Columbia Univ., New York, N.Y. International Inst. for the Study of Human Reproduction.; Population Council, New York, N.Y.
Spons Agency—Ford Foundation, New York, N.Y.
Pub Date Nov 69
Note—8p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Biographies, Demography, *Developing Nations, *Family Planning, National Programs, Population Distribution, Population Growth, *Population Trends, Social Sciences
Identifiers—*Hong Kong
A profile of Hong Kong is sketched in this paper. Emphasis is placed on the nature, scope, and accomplishments of population activities in the country. Topics and sub-topics include: location and description of the country; population (size, growth patterns, age structure, urban/rural distribution, ethnic and religious composition, migration, literacy, economic status, future trends); population growth and socio-economic development (relationships to national income, size of the labor force, agriculture, social welfare expenditures); history of population concerns; population policies; population programs (objectives, organization, operations, research and evaluation); private efforts in family planning; educational and scientific efforts in population; and foreign assistance for family planning activities. (RH)

ED 088 661 SE 010 511
Hardee, J. Gilbert Satterthwaite, Adaline P.
Country Profiles, Pakistan.
Columbia Univ., New York, N.Y. International Inst. for the Study of Human Reproduction.; Population Council, New York, N.Y.
Spons Agency—Ford Foundation, New York, N.Y.
Pub Date Mar 70
Note—10p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Biographies, Demography, *Developing Nations, *Family Planning, National Programs, Population Distribution, Population Growth, *Population Trends, Social Sciences
Identifiers—*Pakistan
A profile of Pakistan is sketched in this paper. Emphasis is placed on the nature, scope, and accomplishments of population activities in the country. Topics and sub-topics include: location and description of the country; population (size, growth patterns, age structure, urban/rural distribution, ethnic and religious composition, migration, literacy, economic status, future trends); population growth and socio-economic development (relationships to national income, size of the labor force, agriculture, social welfare expenditures); history of population concerns; population policies; population programs (objectives, organization, operations, research and evaluation); private efforts in family planning; educational and scientific efforts in population; and foreign assistance for family planning activities. (RH)

ED 088 662 SE 010 512
Han, Dae Woo And Others
Country Profiles, The Republic of Korea.
Columbia Univ., New York, N.Y. International Inst. for the Study of Human Reproduction.; Population Council, New York, N.Y.
Spons Agency—Ford Foundation, New York, N.Y.
Pub Date Apr 70
Note—7p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Biographies, Demography, *Developing Nations, *Family Planning, National Programs, Population Distribution, Population Growth, *Population Trends, Social Sciences
Identifiers—*Korea
A profile of the Republic of Korea is sketched in this paper. Emphasis is placed on the nature, scope, and accomplishments of population activities in the country. Topics and sub-topics include: location and description of the country; population (size, growth patterns, age structure, urban/rural distribution, ethnic and religious composition, migration, literacy, economic status, future trends); population growth and socio-economic development (relationships to national income, size of the labor force, agriculture, social welfare expenditures); history of population concerns; population policies; population programs (objectives, organization, operations, research and evaluation); private efforts in family planning; educational and scientific efforts in population; and foreign assistance for family planning activities. (RH)

ED 088 663 SE 010 513
Concepcion, Mercedes B.
Country Profiles, The Philippines.
Columbia Univ., New York, N.Y. International Inst. for the Study of Human Reproduction.; Population Council, New York, N.Y.
Spons Agency—Ford Foundation, New York, N.Y.
Pub Date Jun 70
Note—8p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Biographies, Demography, *Developing Nations, *Family Planning, National Programs, Population Distribution, Population Growth, *Population Trends, Social Sciences
Identifiers—*Philippines
A profile of the Philippines is sketched in this paper. Emphasis is placed on the nature, scope, and accomplishments of population activities in the country. Topics and sub-topics include: location and description of the country; population (size, growth patterns, age structure, urban/rural distribution, ethnic and religious composition, migration, literacy, economic status, future trends); population growth and socio-economic development (relationships to national income, size of the labor force, agriculture, social welfare expenditures); history of population concerns; population policies; population programs (objectives, organization, operations, research and evaluation); private efforts in family planning; educational and scientific efforts in population; and foreign assistance for family planning activities. (RH)

ED 088 664 SE 010 514
Marzuki, Ariffin Bin Peng, J. Y.
Country Profiles, Malaysia.
Columbia Univ., New York, N.Y. International Inst. for the Study of Human Reproduction.; Population Council, New York, N.Y.
Spons Agency—Ford Foundation, New York, N.Y.
Pub Date Jul 70
Note—8p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Demography, *Developing Nations, *Family Planning, National Programs, Population Distribution, Population Growth, *Population Trends, Social Sciences
Identifiers—*Malaysia

A profile of Malaysia is sketched in this paper. Emphasis is placed on the nature, scope, and accomplishments of population activities in the country. Topics and sub-topics include: location and description of the country; population (size, growth patterns, age structure, urban/rural distribution, ethnic and religious composition, migration, literacy, economic status, future trends); population growth and socio-economic development (relationships to national income, size of the labor force, agriculture, social welfare expenditures); history of population concerns; population policies; population programs (objectives, organization, operations, research and evaluation); private efforts in family planning; educational and scientific efforts in population; and foreign assistance for family planning activities. (RH)

ED 088 665 SE 010 515
Xenos, Christos
Country Profiles, Mauritius.
Columbia Univ., New York, N.Y. International Inst. for the Study of Human Reproduction.; Population Council, New York, N.Y.
Spons Agency—Ford Foundation, New York, N.Y.
Pub Date Sep 70
Note—11p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Demography, *Developing Nations, *Family Planning, National Programs, Population Distribution, Population Growth, *Population Trends, Social Sciences
Identifiers—*Mauritius
A profile of Mauritius is sketched in this paper. Emphasis is placed on the nature, scope, and accomplishments of population activities in the country. Topics and sub-topics include: location and description of the country; population (size, growth patterns, age structure, urban/rural distribution, ethnic and religious composition, migration, literacy, economic status, future trends); population growth and socio-economic development (relationships to national income, size of the labor force, agriculture, social welfare expenditures); history of population concerns; population policies; population programs (objectives, organization, operations, research and evaluation); private efforts in family planning; educational and scientific efforts in population; and foreign assistance for family planning activities. (RH)

ED 088 666 SE 010 516
Goldsmith, Alfredo And Others
Country Profiles, Chile.
Columbia Univ., New York, N.Y. International Inst. for the Study of Human Reproduction.; Population Council, New York, N.Y.
Spons Agency—Ford Foundation, New York, N.Y.
Pub Date Oct 70
Note—10p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Demography, *Developing Nations, *Family Planning, National Programs, Population Distribution, Population Growth, *Population Trends, Social Sciences
Identifiers—*Chile
A profile of Chile is sketched in this paper. Emphasis is placed on the nature, scope, and accomplishments of population activities in the country. Topics and sub-topics include: location and description of the country; population (size, growth patterns, age structure, urban/rural distribution, ethnic and religious composition, migration, literacy, economic status, future trends); population growth and socio-economic development (relationships to national income, size of the labor force, agriculture, social welfare expenditures); history of population concerns; population policies; population programs (objectives, organization, operations, research and evaluation); private efforts in family planning; educational and scientific efforts in population; and foreign assistance for family planning activities. (RH)

ED 088 667 SE 010 517
Gaisie, S. K. And Others
Country Profiles, Ghana.
Columbia Univ., New York, N.Y. International Inst. for the Study of Human Reproduction.; Population Council, New York, N.Y.
Spons Agency—Ford Foundation, New York, N.Y.
Pub Date Oct 70
Note—12p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Demography, *Developing Nations, *Family Planning, National Programs, Population Distribution, Population Growth, *Population Trends, Social Sciences
Identifiers—*Ghana
A profile of Ghana is sketched in this paper. Emphasis is placed on the nature, scope, and accomplishments of population activities in the country. Topics and sub-topics include: location and description of the country; population (size, growth patterns, age structure, urban/rural distribution, ethnic and religious composition, migration, literacy, economic status, future trends); population growth and socio-economic development (relationships to national income, size of the labor force, agriculture, social welfare expenditures); history of population concerns; population policies; population programs (objectives, organization, operations, research and evaluation); private efforts in family planning; educational and scientific efforts in population; and foreign assistance for family planning activities. (RH)

ED 088 668 SE 010 528
Dow, Thomas E., Jr.
Country Profiles, Sierra Leone.
Columbia Univ., New York, N.Y. International Inst. for the Study of Human Reproduction.; Population Council, New York, N.Y.
Spons Agency—Ford Foundation, New York, N.Y.
Pub Date Sep 69
Note—4p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Demography, *Developing Nations, *Family Planning, National Programs, Population Distribution, Population Growth, *Population Trends, Social Sciences
Identifiers—*Sierra Leone
A profile of Sierra Leone is sketched in this paper. Emphasis is placed on the nature, scope, and accomplishments of population activities in the country. Topics and sub-topics include: location and description of the country; population (size, growth patterns, age structure, urban/rural distribution, ethnic and religious composition, migration, literacy, economic status, future trends); population growth and socio-economic development (relationships to national income, size of the labor force, agriculture, social welfare expenditures); history of population concerns; population policies; population programs (objectives, organization, operations, research and evaluation); private efforts in family planning; educational and scientific efforts in population; and foreign assistance for family planning activities. (RH)

ED 088 669 SE 013 933
Garrison, Ronald Joseph
Comparison of Verbal Behaviors of Teachers and Pupils in Lessons Designed to Achieve Creative Response.
Pub Date 71
Note—287p.; Ph.D. Dissertation, University of Alabama
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-20,114 Microfilm-$4.00, Xerography-$10.00)
Document Not Available from EDRS.
Descriptors—Creative Ability, Creative Thinking, *Creativity, Doctoral Theses, Educational Research, Elementary School Science, Grade 5, Grade 6, *Preservice Education, *Student Behavior, *Teacher Behavior
Identifiers—Research Reports
Reported is a study of differences in the observed verbal behaviors of various groupings of teachers (four pre-service and four in-service) and pupils (fifth- and sixth-grade in science and social studies) in a series of creative and non-creative lessons. The factors studied were: (1) creativity of lessons; (2) subject matter (social studies versus science); (3) grade level of learners (fifth- versus sixth-grade; and (4) teacher status (pre-service versus in-service). All teachers received training in planning a strategy to achieve responses on the part of the pupils. Observers trained in the use of the Florida Taxonomy of Cognitive Behavior observed video-taped lessons of the teachers to determine the presence or absence of creative response. A verbal behavior category system was developed and used by the experimenter and then tallied according to the comparisons and subjected to a chi-square statistical treatment. Study results showed that in teacher verbal behaviors there were some significant differences for each series of comparisons. Significant differences in pupil verbal behaviors also occurred but not to the extent of the teacher verbal behaviors. (Author/EB)

ED 088 670 SE 013 957
Luttrell, Homer Dale
The Effect of Supplementary Audio Tapes on the Performance of Seventh-Grade Students Who Read Below Grade Level and Were Enrolled in an Individualized Science Program--ISCS.
Pub Date 71
Note—117p.; Ph.D. Dissertation, The Florida State University
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-24,612, MF-$4.00, Xerography-$10.00)
Document Not Available from EDRS.
Descriptors—*Audiovisual Instruction, Doctoral Theses, Educational Research, Elementary School Science, Grade 7, Individualized Instruction, *Instructional Media, *Junior High School Students, *Reading Ability, Science Course Improvement Project
Identifiers—Intermediate Science Curriculum Study, ISCS, Research Reports
Reported is a study to identify the degree to which students with reading difficulties could perform if provided with supplementary audiovisual instruction programs. Fifty-two seventh grade students enrolled in an individualized science program developed by the Intermediate Science Curriculum Study (ISCS) were the participants in the study. The control group studied the ISCS Level I materials as originally developed. The experimental group was given these materials plus tape recordings that repeated orally the same content. Tests administered as both pre- and post-tests included: (1) the ISCS achievement test; (2) Advanced Arithmetic Test Form Am from Metropolitan Achievement Test battery; and (3) Comprehensive Tests of Basic Skills, Level 3, Form Q (reading scores). The rate of progress through the instructional sequence was also compared. Analysis of covariance was utilized in comparing the groups. Results of the analysis indicated that performance in the four areas by students in the experimental group was not significantly different from that of the control groups. An analysis of variance showed greater gain scores in ISCS achievement by the experimental group when initial differences in reading and math were disregarded. The analysis of variance of gain scores in reading and math indicated no significant differences between groups. (Author/EB)

ED 088 671 SE 013 958
Christman, Hugh Gene
An Evaluation of Elementary Science Content and Elementary Teaching Methods in Science Courses at The Pennsylvania State University.
Pub Date 70
Note—137p.; Ed.D. Dissertation, The Pennsylvania State University
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-16,585 MF-$4.00, Xerography-$10.00)
Document Not Available from EDRS.
Descriptors—Curriculum, Doctoral Theses, Educational Research, *Elementary School Science, Elementary School Teachers, Methods Courses, *Preservice Education, *Science Courses, *Science Education, *Teacher Education
Identifiers—Research Reports
Examined are two controversial areas in science education related to elementary education majors: (1) use of science content courses, and (2) use of science methods courses. The author attempts to determine whether education majors who were taking a professional course in the teaching of science differ from non-education majors taking a comparable level science course in (1) science content related to the elementary curriculum, and (2) their evaluation of science teaching methods. The Science From Concepts Achievement Test (SFCAT), constructed by the investigator, and The King Science Q-Sort (KSQS) were administered as pre- and post-tests to randomly selected subjects (35 from science methods courses and 35 returns from sections of science content courses). Six hypotheses, concen-

trated on elementary science concepts normally taught in elementary schools and elementary teaching methods, were evaluated during the investigation. The investigator found a signficant difference (.05 level) of pre- to post-test mean scores across both groups on the SFCAT but no significant difference (.05 level) of mean gain scores. It was concluded that elementary education majors learn as much science content while taking a science methods course as non-education majors enrolled in a science content course. Changes in the methodology of teachers occurred among subjects in both groups. (Author/EB)

ED 088 672 SE 013 960

Larsen, Phillip T.

A Study of the Effects of Instructional Methods Upon Prospective Elementary School Science Teachers' Ability to Identify and Demonstrate the Inquiry Strategy of Instruction.

Pub Date 70

Note—116p.; Ph.D. Dissertation, The Pennsylvania State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-21, 767 MF-$4.00, Xerography-$10.00)

Document Not Available from EDRS.

Descriptors—Discovery Learning, Doctoral Theses, Educational Research, *Elementary School Teachers, *Inquiry Training, Instruction, *Preservice Education, *Science Education, *Teaching Methods

Identifiers—Research Reports

Reported is a study to determine if the participants, 42 elementary school science teachers enrolled in a methods course, could be trained to identify the inquiry strategy for teaching science. All subjects received six weeks of common training. Treatment Group A received training in the use of the Social-Substantive Schedule, an instrument used to assess and communicate the idea of congruence between a stated objective and a teacher's choice of behavior to implement the objective. Group B participated in microteaching experiences. A series of videotapes of elementary school science classes was the instrument used for purposes of measuring ability to identify various teaching strategies. Each student presented a 10-minute inquiry lesson at the conclusion of the course. The Social-Substantive Schedule was used to determine whether the session was, in fact, inquiry. Training in the use of the Social-Substantive Schedule and participation in microteaching experiences proved to be effective methods for improving preservice teachers' ability to identify teaching strategies at the .01 level of significance. Training in the use of the Social-Substantive Schedule was not a more effective method at the .05 level of significance. (Author/EB)

ED 088 673 SE 013 966

Ryder, Exyie Mae Chambliss

The Effects of Experience Background and an Advance Organizer on Elementary Pupils' Understanding of Selected Science Concepts.

Pub Date 70

Note—147p.; Ph.D. Dissertation, The University of Michigan

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-23,864 MF-$4.00, Xerography-$10.00)

Document Not Available from EDRS.

Descriptors—*Background, Concept Formation, Doctoral Theses, Educational Research, *Elementary School Science, Learning Processes, *Learning Theories, Science Education, *Student Experience

Identifiers—Research Reports

Reported is a study to relate pupils' experience background and the effects of an advance organizer to his ability to understand scientific concepts. The study is based on Ausubel's subsumption theory, which states that the understanding of new learning material can be facilitated if the student has some background information which subsumes the new and more specific content to be learned. An "Experience Inventory," developed by the investigator, was administered to third- and fifth-grade students of diverse-experience backgrounds. A sample, consisting of 40 pupils with "good" experience backgrounds and one with 40 "poor" experience backgrounds, was formed. Other variables were grade, sex, and treatment. A demonstration-interview was conducted, individually, with each child. Prior to observing the demonstrations, pupils in the experimental group were read a 260-word conceptual passage containing background information to promote understanding of the concepts. An achievement test was administered to all participants measuring three levels of cognitive behavior: knowledge, comprehension and application. Findings revealed that grade, sex, and treatment significantly affected pupil understanding of the concepts and that experience background had no statistically significant effect. Experimental treatment did cause the greatest variation in test scores. Achievement was highest for fifth-grade students, males, and for those identified as having "good" experience backgrounds. (Author/EB)

ED 088 674 SE 013 969

Huff, Phyllis Ester

The Effects of the Use of Activities of Science - A Process Approach on the Oral Communication Skills of Disadvantaged Kindergarten Children.

Pub Date 71

Note—153p.; Ph.D. Dissertation, The Ohio State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-27,486 MF-$4.00, Xerography-$10.00)

Document Not Available from EDRS.

Descriptors—*Communication Skills, *Disadvantaged Youth, Doctoral Theses, Educational Research, Elementary School Science, *Inner City, *Kindergarten Children, *Oral Communication, Science Activities, Science Course Improvement Project

Identifiers—Research Reports, Science A Process Approach

Reported is a study of the effects of participation in the activities of Science - A Process Approach on the development of oral transmitting skills. This study was directed toward the instruction of 113 kindergarten children enrolled in four regularly scheduled classes, in an inner-city school. Two of the classes, one morning and one afternoon, were randomly assigned to the experimental treatment. Two were designated as control groups. The subjects were administered a pretest, Test of Oral Communication Skills (TOCS), developed by the investigator, given 12-weeks of treatment and a posttest, the TOCS. The treatment consisted of 22 lessons in activities of Part A, Science - A Process Approach for the experimental group and 22 lessons from a kindergarten resource book, SPRINGBOARDS TO SCIENCE, for the control groups. The investigator taught all lessons. The analyses of data revealed significant differences at the .01 level favoring the experimental group on total oral transmitting skills and on subtest skills in language output, expressiveness, vocabulary, general meaning, and ideas. The posttest TOCS total and subtest performance of the experimental group exceeded performance of the control groups. The most useful predictor variable of performance on the TOCS was chronological age. (Author/EB)

ED 088 675 SE 013 973

Clarke, Cleveland Oliver

A Determination of Commonalities of Science Interests Held by Intermediate Grade Children in Inner-City, Suburban and Rural Schools.

Pub Date 71

Note—185p.; Ed.D. Dissertation, Boston University School of Education

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-26,683 MF-$4.00, Xerography-$10.00)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, Doctoral Theses, Educational Research, *Elementary School Science, Science Education, *Scientific Attitudes, *Socioeconomic Influences, *Student Science Interests

Identifiers—Research Reports

Studied was the effect of community of residence on the science interests, science attitudes, and science achievement of children from grades four through six randomly selected from two urban, two suburban, and two rural community elementary schools. Three instruments were administered: (1) a Science Interest Checklist constructed by the investigator; (2) a Semantic Differential to determine attitudes toward science, social studies, mathematics, and English; and (3) the Metropolitan Science Achievement Test, Form AM. Data collected included IQ scores, information relative to parents' occupation, social class status and from the instruments used. Data from the Science Interest Checklist were analyzed by employing the chi-square test. Analysis of variance was applied to achievement and attitude scores. Probability greater than .05 was considered non-significant. The investigation indicated that the biological sciences were of greatest interest, followed by the earth sciences and physical sciences respectively, for all groups. Grade level, social class status, nor IQ had any significant influence on the students' science interest. Girls appeared to be strongly interested in the biological sciences, while boys leaned toward the others. Boys showed a more favorable scientific attitude. Suburban children were the highest achievers, followed by rural and urban children respectively. (Author/EB)

ED 088 676 SE 013 975

Quinn, Mary Ellen

Evaluation of a Method for Teaching Hypothesis Formation to Sixth Grade Children.

Pub Date 71

Note—151p.; Ed.D. Dissertation, University of Pennsylvania

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-25,542 MF-$4.00, Xerography-$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Educational Research, *Elementary School Students, Evaluation, *Evaluation Criteria, Grade 6, *Hypothesis Testing, *Inquiry Training, *Socioeconomic Background

Identifiers—Research Reports

Presented are data that support the suggestion that sixth-grade students can formulate empirically-based statements that are adequate, precise and can be tested. Scores from the Hypothesis Quality Scale (developed by investigator) constituted the criterion variable. Treatment for the experimental group consisted of practice in hypothesis formation and instruction in how to distinguish one as good, fair, or poor. Fifteen Inquiry Development Program film loops were used to elicit the hypotheses. Sets from both groups (treatment and non-treatment) were scored to obtain the dependent variable. Analysis of covariance with scores on the Otis Quick-Scoring Mental Ability Test serving as covariable, was used to test the hypothesis of differences in the means of: the two groups; socio-economic levels; intelligence quotients; grade point averages; reading ability; sex; and more or less than four siblings per family. It was concluded that hypothesis formation can be taught and the inquiry method is a successful method. The quality can be evaluated using the Hypothesis Quality Scale. All suggested factors, intelligent quotients, overall grade point averages, reading ability, sex, and number of siblings per family, influence the ability to formulate acceptable hypotheses. (Author/EB)

ED 088 677 SE 013 978

Manusov, Joseph

An Analysis of Questioning Categories in J. Richard Suchman's, "The Elementary School Training Program in Scientific Inquiry".

Pub Date 71

Note—107p.; Ed.D. Dissertation, Temple University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-26,518 MF-$4.00, Xerography-$10.00)

Document Not Available from EDRS.

Descriptors—*Content Analysis, Doctoral Theses, Educational Research, *Elementary School Science, *Inquiry Training, *Questioning Techniques, Science Education

Identifiers—Research Reports

Reported is a study of questioning techniques used in inquiry training. Particular attention was focused on Suchman's method for teaching scientific inquiry and on his claim to confer on elementary school students some knowledge of, or competence in, inquiry. Suchman's eleven questioning categories were examined to establish the criteria for each. In addition, his use of the terms explanation and causal explanation were analyzed. The Verification category was studied for a verification principle underlying the category. The Implication category was examined for its logical structure. The investigator reports that the

study shows that, with the absence of criteria for classifying a question, there exists no basis for placing a question in one category rather than another. He states that no verification principle was found underlying this category and, therefore, no way of determining how X is to be verified. Similar criticism was made of Suchman's use of the Implication category. In general, the author feels Suchman's use of these terms, Verification and Implication, have been misused. He feels that with this misuse of terms, categories without criteria and logical inconsistencies, Suchman's study cannot be justified as a training program for teachers concerned with scientific inquiry. (Author/EB)

ED 088 678 SE 013 979

Wellman, Ruth T.

A Developmental Pre-Reading and Beginning Reading Program Based on Science and Natural Phenomena.

Pub Date 71

Note—168p.; Ph.D. Dissertation, Ohio University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-29,543 MF-$4.00, Xerography-$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, *Educational Research, *Elementary School Science, Reading Ability, Reading Materials, *Reading Programs, Reading Readiness, Science Education

Identifiers—Research Reports

This study examined the relationship of existing science programs (K-3) to reading materials (K-1) on the assumption that existing reading programs seem to neglect those aspects of nature with which the child is acquainted and the science programs seem to neglect the child's reading ability. Six activity units were developed for use with first-grade children in Appalachia. However, the investigator notes that the units could be used with children in other geographic areas. The reading approach selected for use was language experience integrated with the encoding theory process. A reading model based on science and natural phenomena was developed. The science activities served as the basic media for the encoding process. After an extensive search, the investigator discovered no studies dealing specifically with reading programs using science as a basis. Research studies indicate that children have a continued interest in natural phenomena, but existing reading programs seem to neglect natural phenomena with which the child is familiar. Current reading programs (K-1) seem not to utilize the child's experience with natural phenomana to facilitate reading behavior. Current science programs (K-3) seem to neglect pre-reading and beginning reading aspects of communication. (Author/EB)

ED 088 679 SE 013 989

Hibbard, Kenneth Michael

An Approach to the Development and Assessment of Instruction in Science at the First Grade Level: The Concept of a Particulate Model for Matter.

Pub Date 71

Note—444p.; Ph.D. Dissertation, Cornell University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-29,255 MF-$4.00, Xerography-$10.00)

Document Not Available from EDRS.

Descriptors—*Concept Formation, Doctoral Theses, Educational Research, *Elementary School Science, Grade 1, *Learning Processes, *Learning Theories, *Models, Science Education, Scientific Concepts

Identifiers—Ausubel, Research Reports

This study is based upon an interpretation of Ausubel's subsumption learning theory. The primary characteristic of this theory is that it views a learner's specific content knowledge as a crucial factor in learning. Two types of assessment instruments were used with first-grade students to determine concept attainment based on specific models related to the concepts. The first instrument included questions of the production type in that they asked the child to produce a drawing relating his knowledge of such phenomena as smells, air, and the differences between solids, liquids and air. A series of lessons dealing with the particulate models of smells, and the particulate nature of solids, liquids and air were developed. The second assessment instrument was an individual interview modeled after Piaget's revised clinical technique. The instructed children showed high concept attainment on the concept of the particulate model for smells and also learned a particulate model for solids, liquids and air. Although the uninstructed children saw a causal relationship between the phenomenon smell and the "source," they did not understand the specific physical relationship between the two. The instructed students demonstrated the ability to use particulate models to solve particular problems. The author suggests that, while the general, content-independent abilities may be limiting factors, the study suggests that more attention must be given to the child's specific content knowledge. (Author/EB)

ED 088 680 SE 013 990

Hinde, Augusta Louise

Relationships Between Prospective Elementary Teachers' Science Knowledge and Attitude Toward Science and Their Criticisms of College Science Education.

Pub Date 71

Note—99p.; Ph.D. Dissertation, University of Missouri-Columbia

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-30,657 MF-$4.00, Xerography-$10.00)

Document Not Available from EDRS.

Descriptors—College Science, Doctoral Theses, Educational Research, Elementary School Science, *Elementary School Teachers, *Preservice Education, Science Education, *Teacher Attitudes, *Teacher Education Curriculum

Identifiers—Research Reports

Reported is a study of the relationship between the science knowledge and attitudes prospective elementary school teachers bring to the college science education program and their criticisms of the program. A questionnaire was used to categorize responses into four main areas of criticism: basic science courses, laboratory experiences, methods course, and amount of contact with children. Other data were collected from 160 elementary education majors by the Dutton Science Attitude Scale and the Cooperative Science Advanced General Science Test. Data were pooled and subjected to statistical analysis using Point Biserial correlation to obtain relationship between the dichotomous and continuous variables, the Product-Moment coefficient of correlation, and the Fourfold Point correlation tests for significance. Findings indicated a positive correlation between high test scores and criticism of the basic science courses which seemed to show that subjects better able to deal with the scientific concepts covered by the test felt that the basic science courses should be reorganized. These same students criticized, to a greater extent, the lack of contact with children in the present program. Significant correlations existed between those with low science test scores and their criticism of laboratory experiences, indicating their need for more investigative procedures. No significant correlations existed between attitude toward science and any of the four areas of criticism. (Author/EB)

ED 088 681 SE 013 991

Kellogg, Donald H.

An Investigation of the Effect of the Science Curriculum Improvement Study's First Year Unit, Material Objects, on Gains in Reading Readiness.

Pub Date 71

Note—71p.; Ph.D. Dissertation, The University of Oklahoma

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-27,623 MF-$4.00, Xerography-$10.00)

Document Not Available from EDRS.

Descriptors—Conservation (Concept), Doctoral Theses, Educational Research, *Elementary School Science, *Reading Ability, *Reading Readiness, *Science Course Improvement Project, Science Education

Identifiers—Research Reports, Science Course Improvement Study, SCIS

Based upon the relationship of the child's ability to conserve, as measured by Piaget tasks, to his success in beginning reading, this study compared the reading readiness of two groups of first-grade students. One group used Material Objects (Science Curriculum Improvement Study (SCIS)) and the other, Harper and Row's Reading Readiness Program. Gains in reading readiness were obtained from pre- and posttests using the Metropolitan Reading Readiness Test. The study was conducted in two parts. Part 1 involved teacher participation in a three-week summer program in the SCIS program. Forty-five teachers participated. Teachers were observed and assisted during the following academic year in order to choose those who would participate in the research. Part 2 involved administering of the instruments and the collection and analysis of data. Testing results showed that the experimental group (those using the SCIS program) had outgained the control group in total reading readiness. The level of significance for this difference was between 0.10 and 0.20. In addition, the experimental group outgained the control group in the subtest areas of word meaning, listening, matching, alphabet, and numbers while the control group outgained the experimental group only in the area of copying. (Author/EB)

ED 088 682 SE 013 994

Pempek, Louise Cutler

An Evaluation of Elementary Teachers' Behaviors and Attitudes in the Use of Inquiry Oriented Science Programs.

Pub Date 71

Note—129p.; Ph.D. Dissertation, The University of Connecticut

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-29,897 MF-$4.00, Xerography-$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Educational Research, *Elementary School Teachers, *Inquiry Training, Science Education, Science Programs, *Teacher Attitudes, *Teacher Behavior, *Teacher Improvement

Identifiers—Research Reports

Reported is a study to identify various effects of a teacher training project which included in its objectives the initiation and implementation of new science programs. The program included four introductory sessions, a two-week intensive workshop, and follow-up and consultation sessions in the ensuing school year. The 68 teachers in the project were the experimental group, and the 14 teachers, not attending the workshop but who were teaching the new inquiry-oriented programs for the first time, were the control group. Teachers were evaluated in two aspects: attitudes, and behaviors. Four instruments were devised by the author to measure attitudes, classroom behavior as viewed by students, administrators' attitudes, and an observational scale to code classroom behavior. Only the experimental group showed a statistically significant change in attitude at the .05 level. Change in attitude was found not to be statistically significant as related to: grade level, type of school district, science project selected, administrators' attitudes, or years of teaching experience. Descriptive findings concerning teaching behaviors included: teachers became less directive, and students participated more in experiments. It was concluded that the project and new inquiry-oriented programs could be beneficial in changing attitudes. (Author/EB)

ED 088 683 SE 014 013

Mittleman, Floyd Allen

Investigations into the Improvement of Science Instruction in the Elementary School Utilizing the Teacher as a Primary Resource for the Development of Unique Teaching Materials.

Pub Date 71

Note—192p.; Ph.D. Dissertation, Northwestern University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-30,895 MF-$4.00, Xerography-$10.00)

Document Not Available from EDRS.

Descriptors—*Curriculum, Doctoral Theses, Educational Research, *Elementary School Science, *Inservice Teacher Education, *Instructional Materials, Participant Involvement, Science Education, *Teacher Developed Materials

Identifiers—Research Reports

This paper presents a study of direct teacher involvement during an inservice time in an attempt to produce a significant change in the na-

ture of science teaching materials. Self-generated materials were designed to emphasize a necessary change in teaching strategy. The investigator attempted to determine whether or not teachers were capable of generating the materials, whether they would use the self-generated materials and whether or not this use would result in a change of teaching strategy. A Teacher Reaction Questionnaire was used in a pretest-posttest format to measure any change in teacher receptivity to curriculum innovation. A Laboratory Experience Questionnaire was utilized to measure teacher satisfaction with the laboratory approach to science instruction. Twenty-five percent of the faculty involved in regularly scheduled inservice periods contributed written science materials. The materials were used, on a regular basis, by 20 percent of the faculty. The results of the study indicated that inservice time can be realistically and profitably utilized by teachers to produce innovative and relevant curricula for children. No measurable overall change resulted from the inservice activities but this was rationalized as stemming from a difference in percent response and difference in the character of the respondents. (Author/EB)

ED 088 684 SE 014 019

Haban, Mary Frances

Autobiographies of Selected Scholars, Artists, and Scientists as Instructional Resources for General Education Objectives.

Pub Date 71

Note—364p.; Ph.D. Dissertation, University of Pittsburgh

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-3363 MF-$4.00, Xerography-$10.00)

Document Not Available from EDRS.

Descriptors—Affective Objectives, *Autobiographies, Cognitive Objectives, Doctoral Theses, *Educational Objectives, Educational Research, *Instructional Materials, *Learning Processes, Science Education

Identifiers—Research Reports

Presented is a study to investigate the usefulness of autobiographies of scholars, artists and scientists as instructional resources for general education objectives. A theoretical discussion in which a rationale for the usefulness of autobiographical materials in general education was developed. This led to the formulation of a Schema of General Education embodying the theory underlying the study, a listing of elements that could be reasonably sought in the autobiographies and desired in educational experience and the determination that a new method of assessment was needed for instructional resources to be used for vicarious experience. An analysis of 35 autobiographies was made using The Taxonomy of Educational Objectives in the identification of concrete cognitive and affective goals of concern of youth was used in the assessment of the materials. Analytic summaries were presented for all of the sample. The analysis showed that 20 of the autobiographies contained at least one experience considered by the researcher as a full Cognitive Event. Eight were rated as having high potential for vicarious affective development pertinent to general education goals. It was concluded that the method of assessment demonstrated, which identified and evaluated cognitive experiences, affective development, and congruence with societal concerns of youth, was valuable for the kind of assessment needed. (Author/EB)

ED 088 685 SE 015 800

Frosch, Dorothy Ann

An Investigation of the College General Biology Curriculum as an Integrated Part of the Preservice Training of Elementary Teachers.

Pub Date May 73

Note—158p.; Page 134 missing; Ph.D. Dissertation, Oklahoma State University

EDRS Price MF-$0.75 HC-$7.80

Descriptors—*Biology, *College Science, Doctoral Theses, Educational Programs, Educational Research, *Elementary School Teachers, Science Education, *Teacher Attitudes, Teacher Education

Identifiers—*Research Reports

This dissertation is an investigation of the attitudes and opinions relative to college introductory biology courses as a part of general education in Oklahoma's institutions of higher education. Opinions were gathered from Oklahoma's college biology faculty who had teaching responsibilities in the introductory biology courses. A simultaneous survey was made of the attitudes and opinions of elementary teachers concerning the college general biology course. The survey results from both groups were compared. The study revealed the course topics, methodology and philosophy which the college general biology faculty and the elementary teachers believed should be included in a general biology course as part of the general education program. Differences in opinions between the two groups resulted in little agreement concerning the amount of emphasis given to specific biological principles. The two groups were in close agreement concerning the methodology and philosophy to be used in a beginning biology course. Conclusions were reached on how the college general biology course could be developed as an integrated part of the preservice training of elementary teachers. (Author/JR)

ED 088 686 SE 015 987

Rookey, T. Jerome

IPI and the Affective Domain.

Pub Date [73]

Note—15p.

EDRS Price MF-$0.75 HC-$1.50

Descriptors—*Affective Behavior, Educational Research, Elementary Grades, *Evaluation, *Individualized Instruction, Program Evaluation, *Student Attitudes, Student Teacher Relationship, *Teacher Attitudes

Identifiers—Research Reports

Reported is a study of the effectiveness of the Individually Prescribed Instructional (IPI) system. The purpose was to assess the levels of self-initiation, direction, and evaluation for differently treated pupils. Samples were comprised of the pupils and teachers from eight IPI and eight control schools. Fourth- through sixth-grade students were referred to as middle level pupils and third-grade students, as early pupils. The instruments used included: the teachers' checklist, the middle level pupil opinion form, and the early pupil form. Parents of fourth- and fifth-grade students also completed an opinionnaire. Results obtained showed that teachers' perception of teaching roles and teacher-pupil interaction was almost identical between the IPI and control groups. The IPI teachers had a significantly different positive attitude toward teacher aides. The IPI pupils were found to be more motivated, self-directed, and independent than control pupils on the parents' opinionnaire. Middle level IPI pupils had significantly higher scores on measures of creative tendency, self-concept, and attitude toward school than control pupils. For early pupils, the control group had a higher attitude toward school while the IPI group had a higher self-concept. Effects of IPI were not apparent at the lower level grade. (CC)

ED 088 687 SE 016 017

Calvert, Seymour And Others

Wet Scrubber System Study. Volume I. Scrubber Handbook.

A.P.T., Inc., Riverside, Calif.

Spons Agency—Environmental Protection Agency, Research Triangle Park, N.C. Office of Air Programs.

Report No—EPA-R2-72-118a; PB-213-016

Pub Date Jul 72

Note—828p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-213-016, PC-$13.50 MF-$0.95)

Document Not Available from EDRS.

Descriptors—*Air Pollution Control, Engineering Technology, Environment, *Environmental Education, Equipment, *Industrial Technology, *Manuals, Waste Disposal, Water Pollution Control

Identifiers—*Scrubbers

This handbook brings together previously scattered materials and clarifies their applicability to scrubber technology. The various aspects of scrubber use and present engineering design methods are reviewed, and actual experience on hundreds of scrubber installations in various industries is presented in a condensed form. Many related topics such as auxiliaries, materials of construction, physical and chemical data, cost estimation and optimization techniques, and disposal of liquid and solid wastes are covered. (Author/JR)

ED 088 688 SE 016 018

Calvert, Seymour And Others

Wet Scrubber System Study. Volume II. Final Report and Bibliography.

A.P.T., Inc., Riverside, Calif.

Spons Agency—Environmental Protection Agency, Research Triangle Park, N.C. Office of Air Programs.

Report No—EPA-R2-72-118b; PB-213-017

Pub Date Jul 72

Note—181p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-213-017, PC-$6.00 MF-$0.95)

Document Not Available from EDRS.

Descriptors—*Air Pollution Control, *Bibliographies, Engineering Technology, Environment, *Environmental Education, Equipment, Industrial Technology, *Reports, Research Projects

Identifiers—*Scrubbers

This report is the second volume of a two-part study on wet scrubber systems. The study was undertaken to achieve the following objectives: (1) evaluate current engineering technology, (2) evaluate existing scrubber systems, (3) investigate present usage problems, (4) determine potential new applications, and (5) develop specific research recommendations. The approach and method used to achieve these objectives are described. Two research and development plans are presented; one at a $2 million five-year level, and the second at a $7 million five-year level. The bibliography contains about 1,700 references discussing various aspects of wet scrubbers. (Author/JR)

ED 088 689 SE 016 021

Sulfur Dioxide Pollution Monitor.

National Bureau of Standards (DOC), Washington, D.C.

Report No—PB-214-200

Pub Date Nov 72

Note—8p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-214-200, PC-$3.00 MF-$0.95)

Document Not Available from EDRS.

Descriptors—*Air Pollution Control, *Chemical Analysis, Environment, *Environmental Education, *Evaluation Methods, Instrumentation, Patents, Pollution, Science Education

Identifiers—Inventions, *Sulfur Dioxide Monitor

The sulfur dioxide pollution monitor described in this document is a government-owed invention that is available for licensing. The background of the invention is outlined, and drawings of the monitor together with a detailed description of its function are provided. A sample stream of air, smokestack gas or the like is flowed through a fluorescent cell where it is irradiated with ultraviolet in the region from about 2100 to 2300 A. The intensity of the resulting sulfur dioxide fluorescence in the region from about 2400 to 4200 A is measured at right angles to the incident beam. The response to various sulfur dioxide concentrations is linear over wide ranges and is negligibly or moderately affected by the presence of water vapor in the sample stream. (Author/JR)

ED 088 690 SE 016 022

A System for Determining Parameters of a Particle by Radiant Energy Scattering Techniques, Patent Application.

National Bureau of Standards (DOC), Washington, D.C.

Report No—PB-214-202

Pub Date 6 Dec 72

Note—14p.

Available from—National Technical Information Services, Springfield, Virginia 22151 (PB-214-202, PC-$3.00 MF-$0.95)

Document Not Available from EDRS.

Descriptors—College Science, Instrumentation, *Laboratory Techniques, *Measurement Techniques, Patents, *Physics, Radiation, Science Education, *Science Equipment

Identifiers—Inventions, *Particle Size

The system for determining parameters of a particle described in this document is a government-owned invention that is available for licensing. The background of the invention is outlined, and drawings of the system together with a detailed description of its function are provided. A collector contains a hole and annular apertures for transmitting a pair of conical, coaxial sheets of radiant energy. A beam of energy is directed

through the hole, whereby a scattering volume is defined by the beam diameter and the fields of view of the apertures. When a particle moves through the volume, energy is scattered through the apertures and is detected to generate a pair of signals, each having a magnitude dependent upon the intensity of the energy in one of the conical sheets. A device responds to the magnitudes of the signals to indicate the size or nonspherical characteristics of the particle. (Author/JR)

ED 088 691 SE 016 160

NUC Symposium on Environmental Preservation, 20-21 May 1970.

Naval Undersea Center, San Diego, Calif.

Report No—AD-724-709; NUC-TP-215

Pub Date Mar 71

Note—183p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-724-709, PC-$3.00 MF-$0.95)

Document Not Available from EDRS.

Descriptors—Ecology, Engines, Environment, *Environmental Education, *Environmental Influences, Evolution, Oceanology, *Pollution, Population Growth, *Symposia

This publication consists of papers presented at an in-house symposium held at the Naval Undersea Research and Development (R and D) Center, San Diego, in May 1970. The topics discussed in these presentations are as follows: principles of evolution and the ecological crisis; alternatives to overpopulation; examples of San Diego noise climate; Naval Undersea R and D Center's efforts toward an acceptable noise environment; low-pollution automobile engine; sea-surface slicks; elephant seal and sea lion mortality on San Miguel Island; San Clemente Island as a site for pollution research; ocean pollution by sunken ships; potential hazards of non-degradable materials as an environmental pollutant; pollution potential of drag-reducing polymers; environmental surveillance as an essential safeguard against pollution; and the contribution that Navy science can make to environmental management. (JR)

ED 088 692 SE 016 448

Boyle, Charles P.

Space Among Us. Some Effects of Space Research on Society.

National Aeronautics and Space Administration, Greenbelt, Md. Goddard Space Flight Center.

Pub Date Jun 73

Note—140p.

EDRS Price MF-$0.75 HC-$6.60

Descriptors—Aerospace Education, *Aerospace Technology, Life Style, Mass Media, Science Education, *Social Change, *Space Sciences

A summary of existing and possible effects of the space program on society is presented in this book to illustrate the second-order consequences of space exploration in the world community. Discussions are included concerning influences on human attitudes toward technology and space, life styles, man's outlook, relationships among fellowmen, social structures, international cooperations, economic and industrial developments, design of power sources, world's communications connections, weather observations, geological survey methods, management skills, computer utilization, techniques of systems analysis, curriculum developments, educational technology, plant growth researches, health services, global resources exploration, criminal inspection, legal frameworks, and political decisions. The author indicates the need for further space research by presenting an historical story of the Chinese abandoning of interests in naval research. A bibliography and detailed information relating to the content are given as appendices. Also included is an extensive index for use to complement the randomly arranged content. (CC)

ED 088 693 SE 016 455

Quartermaster 1 and C, Rate Training Manual.

Bureau of Naval Personnel, Washington, D. C.; Naval Personnel Program Support Activity, Washington, D. C.

Report No—NAVTRA-10151-D

Pub Date 72

Note—201p.; Revised 1972

EDRS Price MF-$0.75 HC-$10.20

Descriptors—*Instructional Materials, *Manuals, Meteorology, Military Personnel, *Military Science, *Military Training, *Navigation, Post Secondary Education, Reading Materials, Science Education

The technical subject matter of the Quartermaster rating is presented in this training manual written to prepare men of the Navy and Naval Reserve for advancement examinations. The manual includes eleven chapters. Discussed are commonly used methods and procedures of operating magnetic compasses and gyrocompasses, determining a ship's position, accomplishing the duties of a petty officer in charge and a navigator assistant, and observing the weather. Special topics are included to acquaint the reader with the publishing and issuing activities in navigation; knowledge of administering security; fundamentals of electronic and celestial navigation and dead reckoning; information about working for advancement; and international, inland, and pilot regulations for prevention of collision at sea. An edited reprint of an article published on the reverse side of the June 1966 Pilot Chart of the North Atlantic is also given as an appendix under the heading of navigational hints. (See ED 070 571 for the 1969 edition.) (CC)

ED 088 694 SE 016 566

Blackballing: Professional and Ethical Aspects.

Joint Publications Research Service, Washington, D.C.

Report No—JPRS-57916

Pub Date Jan 73

Note—12p.; Translation of article from Russian-language newspaper Literaturnaya Gazeta, Number 44, November 1972

Available from—National Technical Information Service, Springfield, Virginia 22151 (JPRS-57916, PC-$3.00, MF-$0.95)

Document Not Available from EDRS.

Descriptors—*Institutional Administration, Medical Research, Moral Issues, *Personnel Evaluation, *Personnel Policy, *Personnel Selection, Professional Recognition, *Scientific Personnel

Identifiers—USSR

Commentaries concerning the objective selection of scientists by their peers for membership in professional organizations and institutes are presented in this article published in the USSR. The case of negative balloting on L. S. Salyamon at the Learned Council of the Soviet Scientific Research Institute of Oncology is the main concern. An official response signed by the Institute directors and the party and trade union organizations is included. Commentaries are made by the Division of Communist Education on the basis of criticism about the Institute response and operational steps. The article concludes by presenting two well-known Soviet scientists' ideas about the problem of high scientific ethics and principles. Recommendations are made on the improvement of the voting procedure, the moral level of the collective at an institute, the influence and force of preliminary expert suggestions, and the composition of the voting body to secure an objective collective decision. (CC)

ED 088 695 SE 016 661

Individualizing Objective Testing, Individualized Teacher Preparation.

Florida State Univ., Tallahassee. Dept. of Science Education.; General Learning Corp., Morristown, N.J.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 73

Note—100p.

Available from—Intermediate Science Curriculum Study, Silver Burdett Company, Morristown, New Jersey 07960

Document Not Available from EDRS.

Descriptors—Behavioral Objectives, Evaluation, *Evaluation Methods, *Individualized Programs, Science Course Improvement Project, Science Education, Secondary School Science, *Teacher Education, *Test Construction

Identifiers—*Intermediate Science Curriculum Study, ISCS

As a part of the Individualized Teacher Preparation materials, several ideas and suggestions for objective and individual evaluation of student progress are presented in this 1973 version of the module designed for in-service teachers to prepare themselves for teaching the individualized and activity-centered Intermediate Science Curriculum Study course. The module includes four chapters with emphases upon teachers' learning at their own pace. Main topics are related to teachers' abilities of making subjective and objective judgments, Gagne's classes of students' learned capabilities, learning outcome verbs, ways of stating performance objectives, group and individualized testing, and methods of implementing performance checks. A teachers' self-evaluation check is given to ensure the teachers' acquisition of the modular content. Further information about the main topics is presented under the heading of excursions, including an annotated bibliography and lists of users and developers of behavioral objectives. Answers to the teachers' self-evaluation check are also given. (See ED 072 945 for the 1972 experimental edition.) (CC)

ED 088 696 SE 016 793

National Environmental Information Symposium: An Agenda for Progress. Papers and Reports, Volume 2.

Environmental Protection Agency, Washington, D. C.

Report No—PB-219-071

Pub Date May 73

Note—580p.; Papers from symposium held in Cincinnati, Ohio, September 24-27, 1972

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-219-071)

EDRS Price MF-$1.05 HC-$28.20

Descriptors—Conference Reports, *Environment, *Information Services, Information Systems, Legislation, Management, Socioeconomic Influences, *Speeches, *Symposia, Technical Reports

Identifiers—*Environmental Information

The purpose of the symposium, sponsored by the Environmental Protection Agency, was to outline and clarify the difficulties of interchanging information in the myriad forms now available, to present the user of environmental information with a review of the services available, their location, accessibility, and cost, and to describe some of the solutions already being formulated. All general sessions addresses, most working session papers, and forum session reports are contained here. Working sessions were structured in four categories: scientific and technical; legal, legislative and regulatory; management and planning; and socioeconomic. Information services covered in each of the categories includes information and data centers, publications, and document services and referral activities. (BL)

ED 088 697 SE 017 263

Weinstein, Marian Sue

An Investigation of Algorithm Justification in Elementary School Mathematics.

Pub Date 73

Note—422p.; Ed.D. Dissertation, The University of British Columbia (Canada)

Available from—National Library of Canada, 395 Wellington Street, Ottawa, Ontario K1A ON4, Canada (Microfilm Copy - $4.00)

Document Not Available from EDRS.

Descriptors—Achievement, *Algorithms, Decimal Fractions, Doctoral Theses, *Elementary School Mathematics, Fractions, *Instruction, *Research, *Teaching Methods

Identifiers—Research Reports

The purpose of this study was to determine differences in achievement of fifth-grade students in 16 classes taught two of four mathematical algorithms by one of four instructional strategies. Computational skills and ability to extend the algorithm were tested. The instructional strategies were: pattern, algebraic, pattern followed by algebraic-type justification, and algebraic followed by pattern-type justification. Two algorithms were classified as "simple": multiplication of fractions and mixed numbers and comparison of fractions by cross-products. The other two were conversion of fractions to decimals and calculation of the square root of fractions: these were listed as complex. Treatment groups were taught one simple and one complex algorithm. No significant differences were found for the cases of all four algorithms tested between the comparisons of the strictly pattern groups and the strictly algebraic groups. There was evidence to indicate algebraic groups tended to do better on simple algorithm extension tests than did the pattern groups; this was reversed for computation tests. No trend was evident in terms of performance of groups on complex algorithm computation tests. Results also indicated that the algebraic-followed-by-pattern students performed better, in general, on the extension tests. (Author/JP)

ED 088 698 SE 017 299
Disinger, John F. Lee, Beverly M.
Appendices to A Directory of Projects and Programs in Environmental Education for Elementary and Secondary Schools. Second Edition.
ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date Nov 73
Note—58p.
EDRS Price MF-$0.75 HC-$3.15
Descriptors—*Directories, *Educational Programs, Elementary Schools, *Environmental Education, *Projects, Reference Materials, Secondary Schools
Identifiers—ERIC SMEAC
This document contains the appendices to a directory (ED 086558) which describes 296 projects and programs which are representative of current environmental education projects and programs in the United States. These appendices provide information relating to state coordinators for environmental education, and those projects and programs which sent brief responses or did not respond to the survey questionnaire used to collect the information for the directory. (JP)

ED 088 699 SE 017 339
Ditton, Robert B. Johnsen, Per K.
Marine Recreational Uses of Green Bay: A Survey of Human Behavior and Attitude Patterns of High School Juniors and Seniors.
Wisconsin Univ., Green Bay.
Pub Date Feb 74
Note—118p.
EDRS Price MF-$0.75 HC-$5.40
Descriptors—Athletic Activities, *Attitudes, *Community Surveys, Demography, Environment, *Environmental Influences, Grade 11, Grade 12, *Recreation, Social Influences, *Water Resources
From a random sample of high school juniors and seniors in northeastern Wisconsin, this study obtained information concerning the subjects' participation in water recreation activities, their perceptions of water quality, and attitudinal data in related areas. The data obtained from the questionnaire were analyzed by chi-square methods to check for differences in subgroups of the population. Most popular activities were identified in order as swimming, boating, fishing, waterskiing, sailing, and duck hunting. Attitudes toward facilities and environmental conditions as well as allocation of funds for recreational purposes varied within different categories of water-recreation participants and when compared to non-participants. (LS)

ED 088 700 SE 017 358
Baltes, Margaret M.
Operant Principles Applied to the Acquisition and Generalization of Nonlittering Behavior in Children.
Pub Date 73
Note—69p.; Ph.D. Dissertation, West Virginia University
EDRS Price MF-$0.75 HC-$3.15
Descriptors—*Behavior Change, Behavior Standards, Doctoral Theses, *Early Childhood Education, Educational Research, *Environmental Education, Operant Conditioning, *Pollution, *Social Influences, Wastes
Identifiers—Littering, Research Reports, Solid Wastes
The investigator felt that littering is a behavior contingent upon certain environmental conditions and that these conditions should be examined systematically. Specifically, this study sought to examine the effects of a behavior modification approach to littering with eight four-year-old subjects. Using token positive reinforcement, token punishment, rule reinforcement, and rule punishment as the experimental conditions, token positive reinforcement was most effective in gaining control over nonlittering behavior in terms of acquisition, maintenance, and generalization. (Author/LS)

ED 088 701 SE 017 369
Census of Population and Housing: 1970. General Demographic Trends for Metropolitan Areas, 1960 to 1970. United States Summary. Final Report.
Bureau of the Census (DOC), Suitland, Md.
Report No—PHC-2-1
Pub Date Oct 71
Note—122p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.25)
EDRS Price MF-$0.75 HC-$5.40
Descriptors—*Census Figures, *Community Size, *Demography, Environment, Housing, Population Growth, *Population Trends, Statistical Data, Suburban Environment, *Urban Environment
This publication is one of a series of 1970 census reports concerned mainly with population and housing trends in metropolitan areas from 1960 to 1970. The analytical text discusses changes in population growth and distribution and housing in the nation as a whole and by regions. Following the detailed tables are included definitions, explanations, and sources of data. (LS)

ED 088 702 SE 017 397
Higgins, Jon L., Ed.
Research Reporting Sections, Annual Meeting of National Council of Teachers of Mathematics (52nd, Atlantic City, New Jersey, April 17-20, 1974).
ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date Apr 74
Note—141p.
Available from—Center for Science and Mathematics Education, The Ohio State University, 244 Arps Hall, Columbus, Ohio 43210 ($3.00)
EDRS Price MF-$0.75 HC-$6.60
Descriptors—Algebra, Calculus, Evaluation, Geometry, Individualized Instruction, *Instruction, Learning, Learning Theories, *Mathematics Education, Problem Solving, Questioning Techniques, *Research, Teacher Education, *Teaching Methods, Textbooks
Identifiers—National Council of Teachers of Mathematics, NCTM, Research Reports
This document is a compilation of abstracts of 28 research papers presented at the 52nd Annual Meeting of the National Council of Teachers of Mathematics. The major portion of the reports concerned methods of instruction; nine were related to college mathematics, ten on secondary school mathematics, and two at the elementary school mathematics level. Five reports involved research on learning theories and two dealt with teacher education. (JP)

ED 088 703 SE 017 444
Qalo, Ropate, Ed. And Others
Mathematics Forum, Second Edition, August 1972.
University of the South Pacific, Suva (Fiji). School of Education.
Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Pub Date Aug 72
Note—56p.
EDRS Price MF-$0.75 HC-$3.15
Descriptors—Cultural Factors, Curriculum, *Geometric Concepts, *Instruction, *Instructional Materials, *Mathematics Education, *Number Concepts, Trigonometry
This is a magazine for teachers of mathematics in the South Pacific who teach at the Form 1 level or above. Most of the articles present activities or materials to use in the classroom. Included are articles on instructional strategies, curriculum developments, interesting problems, puzzles, and math lab activities. This issue includes an article on a UNESCO-sponsored Curriculum Project. It is a joint effort to develop curriculum by and for mathematics educators in the South Pacific territory schools. Background and goals of this Project are detailed. (JP)

ED 088 704 SE 017 445
Qalo, Ropate, Ed. And Others
Mathematics Forum, May 1973.
University of the South Pacific, Suva (Fiji). School of Education.
Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Pub Date May 73
Note—88p.
EDRS Price MF-$0.75 HC-$4.20
Descriptors—Cultural Factors, *Curriculum, *Geometric Concepts, *Instruction, *Mathematics Education, *Number Concepts, Number Systems
This is a magazine for teachers of mathematics in the South Pacific who teach at the Form 1 level or above. Materials which can be used in the classroom are included in most of the articles. Articles are on instructional strategies, curriculum developments, interesting problems, puzzles and math lab activities. Many articles are particularly relevant to the interests and situations of the South Pacific territory schools. In this issue one article addresses itself to the problems entailed with teaching mathematics in a second language different from the native language. Another article presents the linguistic structure of the natives' base ten numeration system. The syntactic structure reveals the manner in which number concepts are formulated with the culture of this area. A third article discusses the curriculum development project that has been instituted in the South Pacific Territory. (JP)

ED 088 705 SE 017 485
School Mathematics Study Group Newsletters [Curriculum Content, Development and Objectives]. Numbers 1-4-6-11-13-24-25-28-33-36-38.
Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 72
Note—288p.
EDRS Price MF-$0.75 HC-$13.80
Descriptors—Bibliographies, Curriculum, *Curriculum Development, Elementary School Mathematics, Instruction, *Mathematics Education, *Newsletters, Research, Secondary School Mathematics
Identifiers—*School Mathematics Study Group, SMSG
This document is one of three made up of newsletters from the School Mathematics Study Group's (SMSG) series of newsletters written between 1959 and 1972. This set contains newsletters 1, 4, 6, 11, 24, and 36, covering the history, objectives, organization, and projects undertaken by SMSG; newsletters 13, 25, and 28, discussing the preparation and articulation of content in SMSG tests; newsletter 33, which discusses mathematics for disadvantaged and low-achieving students; and newsletter 38, which states objectives and minimum goals for mathematics education. Related documents are SE 017 486 and SE 017 487. (JP)

ED 088 706 SE 017 486
School Mathematics Study Group Newsletters [In-service, Research and Evaluation Efforts]. Numbers 2-3-5-10-12-15-19-30-35-39.
Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 72
Note—273p.
EDRS Price MF-$0.75 HC-$12.60
Descriptors—Bibliographies, Curriculum, *Curriculum Development, Elementary School Mathematics, *Evaluation, *Inservice Teacher Education, Instruction, *Mathematics Education, *Newsletters, Research, Research Methodology, Secondary School Mathematics
Identifiers—*School Mathematics Study Group, SMSG
This document is one of three made up of newsletters from the School Mathematics Study Group's (SMSG) series of newsletters written between 1959 and 1972. This set contains newsletters 2, 3, 10, and 15, reporting the evaluations of student achievement, of experimental units, and of texts; newsletters 5, 12, 15, and 19, discussing teacher inservice activities; newsletters 30 and 35, which report the status of curriculum projects and the ELMA and NLSMA studies; and newsletter 39, which describes canonical instructional procedures and makes suggestions for research programs. Related documents are SE 017 485 and SE 017 487. (JP)

ED 088 707 SE 017 487
School Mathematics Study Group Newsletters [Publications and Supplementary Materials]. Numbers 7-8-9-14-16-17-18-20-21-22-23-26-27-29-31-32-34-37-40-41.
Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 73
Note—436p.

EDRS Price MF-$0.75 HC-$21.00
Descriptors—Biographies, Curriculum, Elementary School Mathematics, *Instructional Materials, *Mathematical Enrichment, *Mathematics Education, *Newsletters, *Publications, Secondary School Mathematics
Identifiers—*School Mathematics Study Group, SMSG
This document is one of three made up of newsletters from the School Mathematics Study Group's (SMSG) series of newsletters written between 1959 and 1972. This set contains newsletters 7, 8, 9, 14, 16, 18, 20, 21, 22, 26, 27, 29, 31, 32, 34, 37, 40, and 41, each devoted to describing SMSG publications; and newsletters 17 and 23, listing books for supplementary and enrichment use in mathematics. Related documents are SE 017 485 and SE 017 486. (JP)

ED 088 708 SE 017 488
Higgins, Jon L., Ed.
Investigations in Mathematics Education, Volume 6 Number 4.
Ohio State Univ., Columbus. Center for Science and Mathematics Education.
Pub Date 73
Note—59p.
Available from—Ohio State University, Center for Science and Mathematics Education, 244 Arps Hall, Columbus, Ohio 43210 (Subscription, $6.00 year, $1.75 single copy)
EDRS Price MF-$0.75 HC-$3.15
Descriptors—*Cognitive Development, *Concept Formation, Evaluation, *Instruction, Laboratories, *Mathematics Education, *Research Reviews (Publications), Teacher Education, Teaching Techniques, Textbook Research
Expanded abstracts and critical analyses are given for each of 14 research articles. Studies on instructional strategies or methods are reported in five reviews; three report studies concerned with concept attainment; three review studies in measurement of cognitive abilities; one study is on the effect of a laboratory for college freshman math students; one is on the change of prospective elementary teachers given geometric enrichment exercises; and one is on evaluation techniques for textbooks. A list is given of all mathematics education research reports included in ERIC references (RIE and CIJE) the previous quarter. (JP)

ED 088 709 SE 017 490
Directory of Physics & Astronomy Faculties in North American Colleges & Universities, 1973-1974.
American Inst. of Physics, New York, N.Y.
Report No—AIP-Pub-R-135-12
Pub Date 73
Note—199p.
Available from—American Institute of Physics, 335 East 45th Street, New York, New York 10017 ($10.00)
Document Not Available from EDRS.
Descriptors—*Astronomy, College Programs, *Directories, Educational Programs, Institutional Personnel, *Physics, *Science Education
This directory of physics and astronomy faculties includes over 2,200 colleges and universities in the U.S., Canada, Mexico and Central America which offer college level courses in physics and astronomy. Approximately 15,000 faculty members are listed by state. Each listing indicates the type of physics and astronomy programs offered and degrees awarded. This edition includes five appendices. These indicate the number of institutions by type of physics program and number of faculty by rank; U.S. institutions offering doctoral, masters and baccalaureate programs in physics and astronomy; four-year U.S. colleges offering physics but less than a major; two-year U.S. colleges offering physics and total staff; and institutions by state, type, and source of support. (JP)

ED 088 710 SE 017 491
A Pilot Mathematics Assessment of Arizona Sixth-Grade Students.
Arizona State Dept. of Education, Phoenix.
Pub Date Jan 74
Note—13p.
Available from—ERIC/SMEAC, Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on 2 week loan)
Document Not Available from EDRS.
Descriptors—*Achievement, *Criterion Referenced Tests, Diagnostic Tests, *Elementary School Mathematics, *Evaluation, Grade 6, *Tests
Student achievement in mathematics at the sixth-grade level was assessed in this study. A sample of 4,047 students under 160 teachers in 114 schools, 26 school districts, and 10 counties are given a criterion-referenced mathematics test. The McGraw-Hill Prescriptive Mathematics Inventory (PMI-Aqua Level) was selected for use in this pilot program. The objectives tested on this exam are those most common to the major textbooks used throughout the country. In order to determine what subject matter the students have achieved by sixth grade, only those items testing objectives specifically keyed to material covered in the fourth- and fifth-grade state-approved textbooks were included. Of the 136 items in the PMI-Aqua Book, 82 items were judged to be appropriate. Specific objectives and sample corresponding items are included in this document together with the percent of students who answer the item correctly. General results indicate that the students performed best on items testing computation skills; they performed somewhat less well on measurement, properties of common fractions, and place value items; and they knew least about concepts of number theory, non-metric geometry and problem solving. (JP)

ED 088 711 SE 017 492
Howson, A. G., Ed.
Developments in Mathematical Education: Proceedings of the Second International Congress on Mathematical Education.
Pub Date 73
Note—318p.
Available from—Cambridge University Press, 32 East 57 Street, New York, New York 10022 (Hard Cover $14.50, Paperback $6.50)
Document Not Available from EDRS.
Descriptors—Activity Learning, Cognitive Development, Computer Oriented Programs, *Conference Reports, *Curriculum, Evaluation, Individualized Instruction, Inservice Teacher Education, *Instruction, *International Education, Learning Theories, *Mathematics Education, Teacher Education
It is the aim of this book to transmit to its readers something of the general spirit of the proceedings of the Second International Congress on Mathematical Education. Nine invited papers were presented by distinguished educators and psychologists from many different countries. Thirty-eight working committees prepared papers and reports on a wide range of topics. Among the topics explored were instruction and curriculum at all levels of education, teacher education, the psychology of mathematical learning, assessment in mathematics, mathematics and language, mathematics in developing countries, and computers and calculators. The invited papers are contained in their entirety along with seven papers selected from those produced through the working committees. George Polya, Jean Piaget and Edith Biggs are among those whose papers are included. A review is given of two special reports on Papy's Centre Belge de Pedagogie de la Mathematique (CBPM) and the Comprehensive School Mathematics Program (CSMP) of CEMREL. Summaries of the committee reports are also included in this document. (JP)

ED 088 712 SE 017 495
Walzl, F. Neil
Using a Potential Method of Maintaining the Basic Skills of Arithmetic Through the Summer Months to Reduce the Review Time in the Fall.
Nova Univ., Fort Lauderdale, Fla.
Pub Date Nov 73
Note—28p.; Practicum report for D.Ed., Nova University, Ft. Lauderdale, Fl.; National Ed.D. Program for Educational Leaders
EDRS Price MF-$0.75 HC-$1.85
Descriptors—Achievement, *Basic Skills, *Elementary School Mathematics, Independent Study, Instruction, *Mathematics Education, *Research, *Retention, Worksheets
Fourth- and fifth-grade students were given a series of five lessons for individual study over the summer vacation. The lessons, which sought to help maintain basic skills, were to be completed and mailed back to the schools. Over half of the participating students completed all the lessons. Results of the STEP Computation Test administered in September showed that these students maintained their levels of basic skills while ones that did not complete the lessons, as well as students in a control group, had lower scores. As a result of the summer lessons, some teachers were able to reduce substantially the amount of time devoted to review at the beginning of the following school year. (Author/LS)

ED 088 713 SE 017 496
Mathematics 10th Year. Curriculum Bulletin, 1964-65 Series, Number 8.
New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.
Pub Date 66
Note—153p.; Revision of the 1959 edition
Available from—New York City Board of Education, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201 ($2.50)
EDRS Price MF-$0.75 HC Not Available from EDRS.
Descriptors—*Curriculum Guides, Deductive Methods, *Geometry, Inductive Methods, *Instructional Materials, *Lesson Plans, Mathematics Education, Objectives, *Secondary School Mathematics
This bulletin suggests teaching procedures for a tenth-grade geometry course. An introduction states general objectives and discusses the nature of inductive and deductive thinking. Lesson outlines follow which give a statement of objectives and a plan for development. Major lesson groupings are congruent triangles, parallel lines, quadrilaterals, coordinate geometry, circles, similarity, mean proportion, trigonometry, area, regular polygons, locus, inequalities, and solid geometry. Unit tests follow each section. (LS)

ED 088 714 SE 017 497
Ronshausen, Nina L.
The Effect on Mathematics Achievement of Programed Tutoring as a Method of Individualized, One-to-One Instruction.
Pub Date Apr 74
Note—19p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Illinois, April 1974)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Achievement, *Elementary School Mathematics, *Individualized Instruction, Mathematics Education, *Programed Tutoring, *Research, Teacher Aides, *Tutorial Programs
The effect of programmed tutoring on mathematics achievement for kindergarten and first grade children was investigated. The program used discovery-based activities, with each child working on a one-to-one basis with an adult aide. The adult tutor received about 30 hours of training in the program but no direct instruction in mathematics or classroom teaching methods. Significant differences were found in concepts and computational skills when the "Programed Math Tutorial" was used as a supplement to regular instruction. A listing of the eleven major content topics in the program is included. (LS)

ED 088 715 SE 017 498
Mayer, Richard E.
Acquisition Processes for Mathematical Knowledge.
Pub Date Apr 74
Note—13p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Illinois, April 15-19, 1974)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*College Mathematics, *Instruction, Mathematics Education, Probability, Programed Instruction, *Research, *Transfer of Training
College students attempted to learn the concept of binomial probability from four-lesson teaching booklets. The booklets were of two forms, one emphasizing calculation with a formula and the other stressing the meanings of component variables. Also some subjects studied only one or two parts of the booklets while others completed the booklets before taking a transfer posttest. Results indicate a consistent treatment-by-posttest interaction pattern. The subjects using the calculating-with-a-formula approach excelled on near-transfer while the other group excelled on far-transfer. (Author/LS)

ED 088 716 SE 017 499
Uprichard, A. Edward Collura, Carolyn
The Effect of Emphasizing Mathematical Structure in the Acquisition of Whole Number Computation Skills (Addition and Subtraction) By Seven- and Eight-Year Olds: A Clinical Investigation.
Pub Date Apr 74

Note—13p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Illinois, April 15-19, 1974)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Addition, *Elementary School Mathematics, *Instruction, Mathematics Education, *Modern Mathematics, *Number Concepts, *Research, Subtraction
Identifiers—Computation
This investigation sought to determine the effect of emphasizing mathematical structure in the acquisition of computational skills by seven- and eight-year-olds. The meaningful development-of-structure approach emphasized closure, commutativity, associativity, and the identity element of addition; the inverse relationship between addition and subtraction; and place value. The control groups essentially used drill-type activities. The subjects were students from a middle class elementary school in Tampa, Florida who had the poorest performances on pretests. Analysis of covariance was used to analyze the data; results favored the experimental group. (Author/LS)

ED 088 717 SE 017 505
Helgeson, Stanley L., Ed.
National Association for Research in Science Teaching 47th Annual meeting, Abstracts of Presented Papers.
ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Pub Date Mar 74
Note—317p.
Available from—Ohio State University, Center for Science and Mathematics Education, 244 Arps Hall, Columbus, Ohio 43210 ($3.25)
EDRS Price MF-$0.75 HC-$15.00
Descriptors—*Abstracts, *Conferences, *Educational Research, Reference Materials, Research, *Science Education, Speeches
Identifiers—NARST, National Association for Research in Science Teach, *Research Reports
This publication was produced by the ERIC Information Analysis Center for Science, Mathematics, and Environmental Education in cooperation with the National Association for Research in Science Teaching (NARST) to provide abstracts of most of the papers presented at the NARST annual conference in Chicago, Illinois, on April 15-18, 1974. The abstracted papers cover a wide range of topics of importance in science teaching and many report the results of current research in science education. (JR)

ED 088 718 SE 017 509
Champagne, Audrey B. Klopfer, Leopold E.
Individualized Learning in "Individualized Science."
Pub Date Apr 74
Note—36p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Illinois, April 1974)
EDRS Price MF-$0.75 HC-$1.85
Descriptors—Curriculum Development, Elementary School Science, *Evaluation, *Individualized Curriculum, *Individualized Instruction, Program Descriptions, Science Course Improvement Project, Science Education
This paper presents the theoretical basis for the model of individualization used in an elementary-school science program and describes the Individualized Science (IS) individualized-learning management system, which is an operational realization of the model. The science content and science learning goals of the curriculum reflect the authors' views that an elementary-school science program should be multi-faceted. It indicates that a child can be taught to be responsible for his or her own learning. Tables presented include: (1) student characteristics related to learning as a function of the learning environment; (2) goals of IS; and (3) learning resources of IS as contributing to the specific goals (scientific literacy, student self-direction, student coevaluation, affective goals, and inquiry). (Author/EB)

ED 088 719 SE 017 547
Abelson, Philip H., Ed.
Science, Volume 184 Number 4134. Energy.
American Association for the Advancement of Science, Washington, D.C.
Pub Date 19 Apr 74
Note—185p.
Available from—AAAS, 1515 Massachusetts Avenue N.W., Washington, D.C. 20005 ($1.00 single issue)
Journal Cit—Science; v184 n4134 Apr 74
Document Not Available from EDRS.
Descriptors—Economic Factors, *Energy, Energy Conservation, *Environmental Education, *Policy, Science Education, Solar Radiation, *Technological Advancement, Technology
Identifiers—*Energy Crisis
This entire issue of the "Science" journal is devoted to the topic of energy and issues relating to the energy crisis. Its content was chosen to present material relevant to important public decisions of the next few years. Twenty-six articles cover a wide range of topics, including the impact of the energy crisis on people and institutions, state and Federal policies, economics, the developed technologies relating to oil, coal, gas, and uranium, and the developing technology for utilizing geothermal and solar energy. Certain topics relevant to the subject matter of this issue of "Science" were omitted because they had already been treated in recent issues of the journal. These articles, together with their dates of publication, are listed in a Bibliography of Energy. (JR)

ED 088 720 SE 017 576
Alden, John D.
Engineering and Technology Graduates, 1973.
Engineers Joint Council, New York, N.Y. Engineering Manpower Commission.
Pub Date 73
Note—80p.
Available from—Engineering Manpower Commission, Engineers Joint Council, 345 East 47 Street, New York, New York 10017 ($15.00)
EDRS Price MF-$0.75 HC-$4.20
Descriptors—Accreditation (Institutions), Employment Services, *Employment Trends, *Engineering Education, *Graduate Surveys, *Job Placement, Manpower Needs, Manpower Utilization, Salary Differentials, *Technical Education
This report on the placement status of engineering and technology graduates in 1973 is presented on the basis of survey data obtained from registrars and placement directors of institutions in the U.S. The numbers of graduates were: 43,429 bachelor's, 16,718 master's, 434 engineer, and 3,587 doctor's degree graduates in engineering; (2) 18,316 associate degrees, 4,402 bachelor's, and 21 post-baccalaureate degrees in engineering technology; and (3) 5,004 certificates, 6,481 associate degrees, 39 post-baccalaureate degrees, and 2,076 bachelor's in industrial technology. Analyses are made in connection with placement status at each degree level, major curricula of different job climate, expected graduate shortage, student trends in schools accredited by the Engineers' Council for Professional Development (ECPD schools) and non-accredited schools, starting salaries, and chronological comparison. Job prospects for next year's graduates are reported as good. Graduates of ECPD schools are more likely to continue further study in comparison with non-ECPD school graduates. The strength of the observed demand decreases gradually from bachelor's in engineering to older alumni through bachelor's of engineering technology, associates in technology, master's in engineering, and bachelor's of industrial technology. The lowest group is PhD's. Women graduates average slightly higher salary offers than men at the BS degree level. Blacks and other minority graduates are characterized as in very strong demand. Also included are statistical tables of varying-degree graduates versus institutions and curricula. (CC)

ED 088 721 SE 017 577
Alden, John D.
Salaries of Engineering Technicians, 1973. Detailed Industry Report.
Engineers Joint Council, New York, N.Y. Engineering Manpower Commission.
Pub Date Feb 74
Note—93p.
Available from—Engineering Manpower Commission, Engineers Joint Council, 345 East 47 Street, New York, New York 10017 ($35.00)
EDRS Price MF-$0.75 HC-$4.20
Descriptors—Employment Services, Engineering, *Engineering Technicians, Industry, National Surveys, Occupational Surveys, *Salaries, *Salary Differentials, Surveys, *Technical Occupations
This survey is the fourth in a series covering the salaries of engineering technicians conducted by the Engineering Manpower Commission of the Engineers Joint Council. The basic format for the salary presentations is maturity curves in which salary appears as a function of years of experience. Median salaries of all engineering technicians in 1966, 1969, 1971, and 1973, as well as a distribution by level of formal education for the respondents in 1973, are included. The distribution of the sample of 566 different establishments employing 57,931 technicians is presented by area of employment. General salary curves for engineering technicians, graduate technicians (Associate degree), graduate technologists (Bachelor's degree), and nongraduate technicians are given for the entire United States and also by four geographic regions of the United States. Industry group curves are included for 19 different employment groups. Curves are presented for small, medium, and large industrial establishments and for Federal, state, and local government as well as educational employers. (CC)

SO

ED 088 722 SO 003 515
Mank, Evans R.
Man and His Physical Environment: Teacher's Manual.
Illinois Univ., Urbana. Social Science Curriculum Study Center.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-5-0383
Pub Date 67
Contract—OEC-4-10-058
Note—130p.
EDRS Price MF-$0.75 HC Not Available from EDRS.
Descriptors—Concept Teaching, *Geographic Concepts, Geography, *Geography Instruction, *Human Geography, Inductive Methods, Maps, *Physical Geography, Resource Materials, Secondary Grades, Sequential Programs, *Social Studies Units, Teaching Guides, World Geography
Building upon Course I, this teaching guide for the first of four units of Course II introduces the secondary student to geographic concepts and generalizations of the physical world to which man has related over time. All units of the second course emphasize the process of development whereby man, coping with given conditions in his physical environment, develops established ways of dealing with the problems of socialization, economic constraints, and political power. "Man and His Physical Environment," a seven week instructional unit, provides a framework for study of the emergence and development of simpler and advanced cultures. Students arrive at concepts utilizing inductive methods while studying landforms, climate, vegetation, soils, and location globally in relation to the distribution of man. A student manual is incorporated into the guide. Transparent-overlays and other visual aids are listed including slides, maps, and selected films developed to teach concepts basic to an understanding of man's physical environment. Related documents are ED 048 062, SO 003 169, through SO 003 175, SO 003 516, and SO 003 517. (Author/SJM)

ED 088 723 SO 006 294
Education in Japan. A Graphic Presentation.
Ministry of Education, Tokyo (Japan).
Pub Date Mar 71
Note—133p.; Revised March 1971; Document prepared by the Research Division
Available from—Government Publication Service Center, 1-2-1, Kasumigaseki, Chiyoda-ku, Tokyo, Japan (1,400 yen)
EDRS Price MF-$0.75 HC-$6.60
Descriptors—Charts, *Comparative Education, Diagrams, *Education, Educational Administration, Educational Background, Educational Development, Educational Facilities, Educational Legislation, Educational Opportunities, Educational Policy, Educational Practice, Educational Principles, Educational Programs, Educational Strategies, Flow Charts, Foreign Countries, Visual Aids
Identifiers—*Japan
The eighth edition of this publication presents a general description of the educational system in Japan in order to introduce foreign educators and

others interested in Japanese education to the fundamental aspects of the Japanese educational system and to certain relevant facets of its cultural and economic context. The major organizational sections are an introduction (general background, principles of the educational system, legal controls, framework, school system development, educational standards, school population statistics), administration and finance, school education (school system, teachers' problems, students' problems), social education (educational facilities, opportunities), and international exchange. Over 50 charts accompany the text. New to this edition are chapters concerning school standards on instructional aids and equipment and organizations of teaching personnel. An appendix lists the universities in Japan. (Author/KSM)

ED 088 724 SO 006 446
Baskind, Larry And Others
Teacher's Guide for "Tightrope," a Simulation Game in Economics.
El Paso Public Schools, Tex.
Pub Date 69
Note—27p.
EDRS Price MF-$0.75 HC-$1.85
Descriptors—Activity Learning, *Business Cycles, Economic Change, *Economic Education, Economic Factors, Economic Progress, *Economics, *Educational Games, Financial Policy, Fiscal Capacity, Instructional Aids, Money Management, Money Systems, Productivity, Secondary Grades, *Simulation, Social Studies, Teaching Guides

"Tightrope" is a simulation based on economic stability and growth in a country. Several small groups of students, acting as Economic Advisory Councils, make fiscal and monetary policy decisions for their country based on their knowledge of business cycles, monetary policy, and fiscal policy. In each of the four rounds the Advisory Councils study a chart of Economic Indicators to determine the state of the nation's economy, fill out a Decision and Analysis Chart according to their perceptions of the economy, and survey the effects of their decisions to decide the new, overall state of the economy. In class discussion, each Council presents its point of view; an economist's "correct" answers are provided by the teacher and discussion continues. There is no student reward besides the satisfaction of guiding the country successfully. The game materials are included in the teacher's guide and consist of a set of directions for students, and, for each round, transparencies, Decision and Analysis Charts, and Economic Indicators Charts. The guide provides the teacher with introductory information and a discussion of economic options and causal relationships possible in each round. (JH)

ED 088 725 SO 006 886
The World Forum.
United States International Univ., Corvallis, Oreg.
Pub Date Feb 72
Note—14p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Change Agents, Educational Change, *Educational Improvement, *Futures (of Society), Higher Education, *International Programs, *Problem Solving, Program Descriptions, *Social Problems, Student Centered Curriculum, Student Interests, Undergraduate Study, World Affairs
Identifiers—*Worldmindedness

The World Forum is a program that gives college students an opportunity to explore a particular problem of personal and/or social consequence in the context of its anticipated alternative futures. A general overview of this program, its characteristics, and an example of it in practice are presented in this paper. The overview tells what the World Forum is, why it emphasizes the future, why it is being proposed, how it is an alternative, if it replaces present curriculum in the Middle Colleges of the United States International University, why it is better, and why it should change at all. The section on special characteristics elaborates the important program features and expectations for students. The role of teamwork, faculty, and information resources are described in this section. An example of the World Forum in practice outlines the typical learning experience as including the following: identification of a particular concern or interest; examination of current trends as expected to affect the future; determination of whether an expected future is desirable; hypothesization of alternative futures; determination of how those respective futures might come to be; and examination of needed interventions in the present so as to evolve toward that desirable future. (KSM)

ED 088 726 SO 006 936
Black, Greg
Modular Curriculum: English/Social Studies. Literature Views an Era of American Growth, 1840-1920.
Kansas Univ., Lawrence. Extramural Independent Study Center.
Pub Date 70
Note—68p.
Available from—University of Kansas, Extramural Independent Center, Lawrence, Kansas 66044 ($3.50)
EDRS Price MF-$0.75 HC-$3.15
Descriptors—Bibliographies, *Correspondence Courses, Culture, Higher Education, Home Study, *Humanism, Immigrants, Independent Study, Individual Study, Industrialization, *Interdisciplinary Approach, *Literature, Political Issues, Questioning Techniques, Resource Materials, Rural Areas, Secondary Education, *United States History, Urbanization

The document is an outline of a one-year correspondence course in American History for students at the secondary and college levels. The course objective is to provide the students with a picture of America's people during the late nineteenth and early twentieth centuries through the use of literature. The student is required to read a certain number of books of his choosing and to complete the lessons which pertain to each book. The lessons consist of writing or essay assignments. The course is organized around the following six units: the American West; Rural America; the Immigrants; Industrial and Urban America; Utopian America; and Political Problems. Each unit is prefaced by a general introduction and consists of two or three reading and writing assignments, followed by a bibliography of resource materials. Guidelines for independent study are included. (RM)

ED 088 727 SO 006 942
Mason, Ward S.
Paper Presented to Symposium on Federal Funding for Sociological Research: Prospects, Policies, Procedures.
Pub Date 28 Aug 73
Note—13p.; Paper presented at the American Sociological Association (New York City, August 28, 1973)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Agency Role, Conference Reports, Educational Development, Educational Needs, *Educational Research, *Research Needs, *Research Opportunities, *Sociology
Identifiers—*National Institute of Education, NIE, NIE Archives

The National Institute of Education (NIE), a Federal agency started in August 1972, is concerned primarily with educational research and development. Programs existing prior to NIE, including most of the research programs of the Office of Education and several programs of the Office of Economic Opportunity, were transferred to NIE. In addition, planning papers which focused on specific educational problems or on the contributions which various disciplines might make to the study of education were commissioned before NIE was actually established. Much of the first year of NIE's existence was spent in reviewing and evaluating programs that were transferred into the agency, recruiting a staff, and digesting the planning papers that had been prepared. For example, the planning paper on sociology, prepared by a committee chaired by Burton Clark of Yale, points out the need to study schools as social organizations and to increase knowledge of how educational institutions interact with other sectors of the society. Sociologists have a great deal to contribute in these areas and are solicited to participate in research through any or all of the following NIE programs: 1) Office of Research Grants; 2) Office of Research and Exploratory Studies; 3) Office of Programmatic Research and Development; and 4) Office of Research and Development Resources. (Author/RM)

ED 088 728 SO 006 943
Davis, Robert Sproull, Lee
Improving the Quality of Education: An Outline.
Pub Date Aug 71
Note—8p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Agency Role, Educational Change, *Educational Improvement, Educational Needs, *Educational Problems, *Educational Programs, *Educational Quality
Identifiers—*National Institute of Education, NIE, NIE Archives

The National Institute of Education (NIE), a Federal agency started in August, 1972, is concerned primarily with educational research and development. Before NIE was actually established, a Planning Unit within the U.S. Office of Education generated many papers on what the objectives, activities, and organizational structure of NIE should be. In outline form, this planning paper 1) identifies conditions which are an indication of a lack of educational quality; 2) specifies development procedures for improving those conditions; 3) points out fundamental issues behind the lack of educational quality; and 4) specifies development procedures for creating those conditions necessary to improve educational quality. (Author/RM)

ED 088 729 SO 006 944
Davis, Robert
Outline -- Improving the Quality of Education.
Pub Date 24 Aug 71
Note—8p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Agency Role, Educational Change, *Educational Improvement, Educational Needs, *Educational Problems, *Educational Programs, *Educational Quality, Elementary Education, Kindergarten, Secondary Education
Identifiers—*National Institute of Education, NIE, NIE Archives

The National Institute of Education (NIE), a Federal agency started in August 1972, is concerned primarily with educational research and development. Before NIE was actually established, a Planning Unit within the U.S. Office of Education generated many papers on what the objectives, activities, and organizational structure of NIE should be. This planning paper considers certain areas in which it seems desirable to improve the quality of education. The state of educational affairs and apparent causes are discussed. Programs for action are recommended. (Author/RM)

ED 088 730 SO 006 945
Silberman, Harry F.
Outline of Steps to be Covered in Analysis of Problems in Improving The Quality of Education.
Pub Date 13 Oct 71
Note—8p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Agency Role, Educational Change, *Educational Improvement, Educational Needs, *Educational Problems, *Educational Programs, *Educational Quality, Research Needs
Identifiers—*National Institute of Education, NIE, NIE Archives

The National Institute of Education (NIE), a Federal agency started in August 1972, is concerned primarily with educational research and development. Before NIE was actually established, a Planning Unit within the U.S. Office of Education generated many papers on what the objectives, activities, and organizational structure of NIE should be. This planning paper outlines the steps for an analysis of problems in improving educational quality. The analysis focuses on the following three factors as a vehicle for generating programs that may have some potential for improving educational quality: 1) isolation --the extent to which students are isolated from the broader society by their schools; 2) sameness--the absence of diversity within American education; and 3) piecemeal reform--the fragmented attempts at improving the quality of education which have not been sufficiently comprehensive and which do not address the systemic or structural variables that are necessary to fundamental reform. Questions to be considered in thinking about these areas are provided. (Author/RM)

ED 088 731 SO 006 946
Baumrind, Diana
A Critique of Radical Innovation as a Solution to Contemporary Problems of Education.
Pub Date Aug 71
Note—48p.
EDRS Price MF-$0.75 HC-$1.85

Descriptors—Authoritarianism, *Conventional Instruction, Criteria, Curriculum Evaluation, Curriculum Planning, Educational Change, *Educational Innovation, *Educational Objectives, Educational Philosophy, Educational Planning, Educational Problems, *Evaluation Criteria, Experimental Curriculum, *Experimental Programs, Permissive Environment, Standards, Student Teacher Relationship, Teaching Methods, Traditional Schools
Identifiers—*National Institute of Education, NIE, NIE Archives

Without well-defined criteria for success, all radical innovations are doomed to failure. To facilitate successful experimentation the following are necessary: an outside agency to conduct evaluation; criteria of success acceptable to innovators and critics; and, in control and comparison groups, assessment and accounting of the initial versus final status of students, equation of the student-teacher ratio and education cost per student, and a similar high level teacher competency. These criteria will help to produce standards for decision-making by potential users of the innovation. (The opportunity to evaluate the integrated classroom as a radical innovation is available in Berkeley.) The following hypotheses about traditional programs should also be tested for comparative purposes: the most effective programs are those which assess the child's status and then devise applicable instruction; programs emphasizing intellectual abilities improve convergent, analytical thinking better than unguided discovery; effective remediation efforts require ability groupings or customized tutoring. A healthy educational environment depends upon educators who communicate meaningfully and know their subject matter, can behave rationally, value self-assertion and independence in children, and practice authoritative rather than authoritarian control or permissiveness. (JH)

ED 088 732 SO 006 977

Lipson, Joseph

An Overview of Educational Problems.

Pub Date 30 Aug 71
Note—63p.
EDRS Price MF-$0.75 HC-$3.15
Descriptors—Curriculum Problems, *Educational Development, Educational Improvement, Educational Needs, *Educational Planning, *Educational Problems, *Educational Programs, *Educational Research, Models, Problem Solving, Program Planning
Identifiers—*National Institute of Education, NIE, NIE Archives

As part of the activities establishing the National Institute of Education, a Planning Unit evolved to obtain advice from experts on what the objectives, activities, and organizational structures of the new organization should be. This overview, part of the Planning Unit studies, lists and analyzes educational problems. An introduction presents a brief discussion of some of the factors encountered in the work of the Planning Unit -- naming a problem, evidence, minimax nature of programs, cycling of causes, society and education, educational vs. system problems, and checks and cross checks. An outline proposes a system of analysis of educational problems to provide a context for ideas and public scrutiny. The main body of the paper deals with educational problems and educational system problems. Problems are stated, their symptoms and evidence discussed (incompletely), and note is made of questions raised by each problem. Educational problems which are considered are reading, mathematics, commitment to learning, motivation, curriculum, assessment, violence, and coping skills. System problems discussed are the quality of teaching, the rights of children, and research and development models. An appendix which will not reproduce clearly provides statistics as background information and a bibliography follows. (Author/KSM)

ED 088 733 SO 006 978

Glennan, Thomas K., Jr.

Towards the Practice of Program Development.

Pub Date 16 Jun 72
Note—9p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Educational Development, Educational Programs, Educational Research, Federal Legislation, *Federal Programs, Models, Program Administration, *Program Design, *Program Development, *Program Evaluation, *Program Improvement, Program Length, Program Planning, Social Problems, Staff Improvement
Identifiers—*National Institute of Education, NIE, NIE Archives

As part of the activities establishing the National Institute of Education, a Planning Unit evolved to obtain advice from experts on the objectives, activities, and organizational structure of the new organization. The Planning Unit studies include this paper which traces the nature and evolution of Federal program development in education beginning with the Great Society programs. The general impact and evaluation of these programs are analyzed. Two possible conclusions based upon these experiences--that local implementation fails because of inadequate resources or deficient techniques for transfer--are applied to a proposal for a new style of development. A three phase model of program development, occurring over a longer time period, is outlined which would be based in research, focusing on engineering aspects such as training techniques, technical assistance and materials for use by local personnel; that would experiment with mechanisms for training and with dissemination of program models using highly skilled staff; and that would approach as closely as possible a typical operation program with minimum use of the program design. Capabilities required by this proposed concept of program development are intended to meet the need to carry on lengthy program efforts and to provide long range planning. (Author/KSM)

ED 088 734 SO 006 984

Richardson, Arleigh D.

National Humanities Faculty. Annual Report. 1972-1973.

National Humanities Faculty, Concord, Mass.
Spons Agency—Charles E. Merrill Trust, Ithaca, N.Y.; National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date 73
Note—96p.
EDRS Price MF-$0.75 HC-$4.20
Descriptors—Annual Reports, Consultants, Elementary Education, Evaluation Methods, *Foundation Programs, *Humanism, *Humanities, *Humanities Instruction, Human Resources, *Instructional Improvement, Parochial Schools, Private Financial Support, Private Schools, Program Descriptions, Projects, Publications, Public Schools, Secondary Education, Thematic Approach, Values

The National Humanities Faculty (NHF) was established by the National Endowment for the Humanities in 1968 to improve the teaching of the humanities in the American schools. To fulfill its obligation, the NHF conducts a program in which humanists--university professors, creative artists, and others--work with selected schools who have applied for help. The NHF currently operates two kinds of programs for the schools, Individual Projects and Thematic Projects. These are reported on for the period 1972-73, as are the NHF Why Series, and Working Papers. A projection of the population upon whom the impact of NHF work has been directly felt is presented, as is a report of the means and forms of evaluation which have taken place. The following appendices constitute the remaining half of the report: Members of the National Humanities Faculty Board of Trustees; NHF Individual Projects and Faculty Who Served 1972-73; Schools Participating in The Questions of Authority Project and Faculty Members for The Questions of Authority Project; NHF Why Series; NHF Working Papers; Distribution of Applications and Inquiries; Excerpts from Teacher and Faculty Reports; Statistical Analysis of Question Authority Space Questionnaire; and Staff Personnel. (Author/KSM)

ED 088 735 SO 006 986

Varenne, Herve

From Grading and Freedom of Choice to Ranking and Segregation in an American High School.

Pub Date [73]
Note—25p.; Paper presented at the American Anthropological Association, Symposium on Social Organization of High Schools (New Orleans, La., Nov. 30, 1973)
EDRS Price MF-$0.75 HC-$1.85
Descriptors—Classification, *Democratic Values, *Educational Anthropology, Group Dynamics, Group Membership, *High Schools, High School Students, Interaction, Social Behavior, Social Class, *Social Organizations, Social Status, *Social Stratification, Speeches, Teacher Behavior

An attempt is made to understand the structural and transformational inter-relationships between processes of classification, segmentation, ranking, and segregation in a suburban high school from a cultural point of view. The first of three sections of the paper reviews the acceptance among social scientists in the last decades of the belief that America is not a totally equalitarian society but is stratified into a certain number of classes and of the belief that all men are equal, both contradicted by actual ranking, segregating and stratification processes. Specific examples of segregative and stratifying behaviors were studied in a New York high school. The school appears to have socio-economic and demographic homogeneity, but ways used by teachers to characterize students are noted. Two general sets of acts, those which the school as an institution is entitled to react to and these which lie outside of its jurisdiction, are grouped and diagrammed. To the first set belong matters of scholastic performance and discipline; to the second, matters of socio-biological descent and individual personality. It is argued that what appears to be social class must be considered to be the product of processes which are not organized on class principles and that it is the very democratic ideal which, in certain situations, produces states of being which contradict some aspects of that same ideal. (Author/KSM)

ED 088 736 SO 006 997

Schools Council Project Profiles and Index. Second Edition. Project News. Numbers 1 through 5.

Schools Council, London (England).
Pub Date Jun 72
Note—233p.
EDRS Price MF-$0.75 HC-$11.40
Descriptors—*Comparative Education, Creativity, *Curriculum Development, *Curriculum Research, English, English (Second Language), Humanities, Kindergarten, Language, Mathematics, Preschool Education, Primary Education, *Research Projects, School Community Cooperation, Science Course Improvement Project, Secondary Education, Special Education, Tests
Identifiers—*England

Profiles for all curriculum research and development projects being sponsored wholly or in part by the Schools Council as of June 1, 1972, and a number due to start in 1973 are provided in a loose-leaf format. These profiles are intended as a brief introduction to the work of the Council's research and development projects and are grouped under the following twelve broad subject headings: English, Humanities, Languages, Creative Studies, Mathematics, Science, Inter-related Studies, Special Education, Welsh, School and Community, School Organisation and Resources, and Examinations. Within these groups, projects are arranged by primary, and secondary grades. Each profile includes the name and address of the director, the duration of funding, the age range concerned, and the grant provided. A summary of the area of inquiry, the procedures used, and the results of research obtained or to be obtained are included. Where applicable, a list of published materials, including ordering information, is appended. Five projects financed wholly by the Nuffield Foundation but which are closely linked to Schools Council projects are included. There is a fold-out summary chart and a project index. Related documents are ED 058 100 and ED 059 911. (Author/RM)

ED 088 737 SO 006 999

Marden, Parker G.

The Content of Undergraduate Education in Population Studies.

Pub Date 73
Note—12p.; Paper presented at the Annual Meeting of the Population Association of America (New Orleans, La., April 26-28, 1973)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Citizen Role, *Course Content, *Curriculum Development, *Demography, Educational Objectives, Graduate Study, *Higher Education, Humanism, Individual Power, *Population Education, Researchers, Speeches, Student Centered Curriculum, Undergraduate Study

Rather than simply transferring the patterns and materials used in graduate school demography studies to the undergraduate curriculum in population education, it is argued that certain objectives should be established for the education of students in accordance with their special needs. Four kinds of demography--folk, citizen's, scholar's and humanist's--are identified and described. Folk demography allows the student to view himself as a population actor, to see himself as part of larger trends and to recognize his contribution to them. Citizen's demography requires an understanding of population literacy and of the interpretation of evidence and the development of judgements about facts and figures. The perspective of a scholar's demography is based on research processes. Humanist's demography views population as a key to understanding of the history of society and of ideas. Concluding remarks reiterate that courses should be organized around what the student should know and indicate two problems for further consideration, the specific concepts and findings to be communicated to undergraduates and the place for population concerns within the curriculum. (Author/KSM)

ED 088 738 SO 007 004

Options. A Study Guide to Population and the American Future.

Population Reference Bureau, Inc., Washington, D.C.

Spons Agency—Newark Board of Education, N.J.; Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Pub Date 73

Note—75p.

Available from—Population Reference Bureau, 1755 Massachusetts Ave., N.W., Washington, D.C. 20036 (Free with $.50 handling charge, Bulk orders accepted)

Document Not Available from EDRS.

Descriptors—Activity Learning, Citizenship Responsibility, Demography, *Environmental Education, Instructional Materials, Learning Activities, *Population Education, Population Trends, *Relevance (Education), Role Perception, Social Influences, Socialization, *Social Responsibility, Social Studies, *Social Studies Units, Student Participation, Teaching Guides

This study guide on population, based on the official report of the Commission on Population Growth and the American Future appointed in March 1970, is designed for students but is also pertinent for discussion groups and seminars in the adult community. Major objectives emphasize learning how population actions change the size and character of population, and evaluating the impact of population changes, and personal and public decisions on population trends. Although there is sufficient material for an entire course the guide is arranged to allow for short study units. Background material for teaching is included but the major thrust is student inquiry, with personal involvement and recognition of one's role as a "population actor" deemed critical factors for effective learning about population. Instructors may choose from the activities section, which comprises the bulk of the guide, those appropriate for their junior high, senior high or adult participants. Goals spelled out by specific objectives are keyed to the activities to facilitate their efficient use. A bibliography and a Population Data Sheet conclude the guide. (JH)

ED 088 739 SO 007 083

Jones, C. Clyde

The Status of Civics in the Arkansas Public Secondary Schools.

Pub Date Jan 74

Note—12p.

EDRS Price MF-$0.75 HC-$1.50

Descriptors—*Civics, *Curriculum Development, Data Analysis, *Educational Assessment, Educational Policy, Political Science, Secondary Schools, Secondary School Teachers, *Social Sciences, State Surveys, Teacher Attitudes, Teacher Certification, *Teacher Qualifications, Teaching Experience, Textbook Evaluation

Identifiers—*Arkansas

A survey conducted in Arkansas gathered information pertinent to the status of civics. The purpose was to develop a model teacher training program for civics teachers in the Arkansas public secondary schools and to propose revisions in the certification requirements. The survey obtained general information about civics including curriculum data, adequacy of teacher preparation, and the attitudes of social science teachers toward civics. A five-question survey was administered to teachers of civics in 198 secondary schools, selected at random, with each school size represented proportionally. Data gathered on the size of schools where civics is taught, a summary of academic majors and minors of participants, and the average number of hours taken in political science are tabulated and analyzed. In a summary analysis of the survey, the following observations are made: civics is taught in 95% of the Arkansas public secondary schools and is required in two-thirds of them; teacher preparation is inadequate; most teachers consider themselves qualified but believe more hours in political science should be required for future teacher certification; additional hours in political science with more practical orientation are needed; the selection of textbooks is out-dated and limited. Recommendations based on the data conclude the study. (Author/KSM)

ED 088 740 SO 007 084

Rife, William

An Interdisciplinary Course on the Significance of Science.

Pub Date [74]

Note—12p.

EDRS Price MF-$0.75 HC-$1.50

Descriptors—Behavior Theories, Course Content, Course Descriptions, Higher Education, *Humanities, Instructional Materials, *Interdisciplinary Approach, *Sciences, *Scientific Attitudes, Scientific Concepts, Scientific Principles, Teaching Techniques, Undergraduate Study

A course, called Nature of Science, is described as developed over the eight years it has been presented to nonscience majors at a liberal arts college. The aims of the course are to show important ties between science and those disciplines in which nonscience students' primary interests lie; to develop in nonscience students the recognition that an intelligent perspective on science will be an essential part of their thinking; and to introduce them to works about science which can serve as prototypes for a continuing nonprofessional interest in science. The structure of the course is in two parts, each running for one ten-week term. Details of class meetings, scheduling, prerequisites, and participant characteristics are presented. The content, about 40% science and 60% about science, is based on course materials listed in an attached bibliography. Criteria for book selection and a sequence of presentation of course content is outlined. The first major topic is the Copernican Revolution, the second the Darwinian-Mendelian Revolution, and the third behaviorism. Procedures for examinations and grading are presented, and the promotion of a worldview by the teacher is discussed. Ratings from students evaluation forms indicate uniform commendation. (Author/KSM)

ED 088 741 SO 007 087

Belcher, Jean Hilf, Anne

Art and the Contemporary Scene. Art Education: 6677.11.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—28p.; Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-$0.75 HC-$1.85

Descriptors—*Art Activities, Art Appreciation, *Art Education, Art Expression, Art Materials, Creative Art, Curriculum Guides, *Design Crafts, Fine Arts, *Handicrafts, Secondary Grades, Visual Arts

Identifiers—Quinmester Program

This curriculum guide for Art Education, grades 7-12, deals with forms of contemporary artistic expression--plastics, stitchery, posters, macrame, leather, and candle making. The rationale of the course is to legitimize experimental art in the curriculum and broaden the learner's interest in contemporary art activities. The course includes specific information on the following aspects of each art medium: contemporary artists, historical background, introduction to tools, methods, and materials, evaluation and critique by the learner of his own and other's work. The objectives of each course are to be evaluated according to standards set by both teacher and student, and include the student's ability to demonstrate competency in and recognize quality contributions to each medium. The course outline suggests the teacher's role in introducing each medium, establishing its relevance, serving as consultant to the student, and insuring an applied arts approach with emphasis on creativity. A bibliography of resource publications is included. (JH)

ED 088 742 SO 007 088

Ahrens, Willis

A Program to Improve Social Studies Instruction in the Ottumwa Community Schools. Surveys, Grades 3-12, Measurement Instruments, Project #1009.

Ottumwa Community Schools, Iowa.

Pub Date [71]

Note—19p.

EDRS Price MF-$0.75 HC-$1.50

Descriptors—Affective Objectives, Attitude Tests, *Changing Attitudes, Cognitive Objectives, Elementary Education, *Evaluation Criteria, Instructional Improvement, Instructional Materials, *Measurement Instruments, *Program Evaluation, Program Improvement, Questionnaires, Secondary Education, *Social Studies, Student Attitudes, Surveys

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

As part of a social studies instruction improvement program, measurement instruments were developed to measure attitudes of and evaluate courses for teachers and students in grades 3-12. The measurement instruments presented are surveys used in the social studies program. The purposes of the improvement project are to use the multimedia approach to learning; to emphasize sequential learning; to reduce the expository nature of teaching methods; to shift to a learner-centered classroom, to instructional materials of an inquiry-oriented nature, to an action-centered curriculum; and to emphasize the processes of locating rather than memorizing secondary information. The objectives, both cognitive and affective, of the program are enumerated, as are the criteria for evaluating printed and audio-visual instructional materials. A card used to record instructional material evaluation scores is reproduced. A student attitude survey, corresponding to the affective objectives of the course, is presented in its pre- and post-test forms. A course evaluation form is offered for teacher use. Copies of teacher and student questionnaires for use after completion of each unit are provided. (KSM)

ED 088 743 SO 007 090

Roman Holiday. Orientation to the Humanities (Latin), Part 2: 7500.02.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—18p.; Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-$0.75 HC-$1.50

Descriptors—*Ancient History, Architecture, Course Objectives, Culture, Curriculum Guides, Evaluation Methods, *Family Life, *Folk Culture, *Humanities, Idioms, *Latin, Learning Activities, Leisure Time, Music, Proverbs, Recreation, Resource Materials, Secondary Education, Teaching Guides

Identifiers—Quinmester Program

In an effort to orient the student of Latin to the Humanities, a series of three quinmester courses focus on various aspects of life of a Roman family in the first century A.D. The second part of the trilogy, to be used independently or in sequence, concentrates on clothing, the significance of the Roman bath, architecture and its particular influence on contemporary structures, occupations, entertainment and civic responsibilities. Cultural background in English and dialogs, mottoes and songs in Latin are presented. English derivatives and the comparision between Roman and contemporary society are emphasized. A course description, goals and performance objectives, an outline of course content, suggested activities, expansion of materials, and evaluation and references are provided. Related documents include Part I, FL 004 663 and Part III, SO 007 091. (KSM)

ED 088 744 SO 007 091

Schools, Animals, and Kids. Orientation to the Humanities (Latin), Part 3: 7500.03.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—16p.; Authorized Course of Instructions for Quinmester Program

EDRS Price MF-$0.75 HC-$1.50

Descriptors—*Ancient History, Course Objectives, Culture, Evaluation Methods, *Family Life, *Folk Culture, *Humanities, Idioms, *Latin, Learning Activities, Proverbs, Resource Materials, School Role, Secondary Education, Teaching Guides, Time
Identifiers—Quinmester Program
In an effort to orient the student of Latin to the humanities, a series of three quinmester courses focus on various aspects of life of a Roman family in the first century A. D. The third part of the trilogy, to be used independently or in sequence, concentrates on the telling of time by day and year, all about schools, animals, and gladiatorial combats. Emphasis is placed on English derivatives and on the comparison between Roman and contemporary society. A course description, goals and performance objectives, outline of course content, suggested activities, expansion of materials, and evaluation and references are included. Listening, speaking, reading, writing, values, and attitude performance skills are specified. Related documents include Part I, FL 004 663; Part II, SO 007 090. (KSM)

ED 088 745 SO 007 092
Byar, Corinne L. Dougherty, Marguerite D.
Curriculum Guide for Art Education in the Senior High School.
Penn-Delco School District, Aston, Pa.
Pub Date 73
Note—66p.
EDRS Price MF-$0.75 HC-$3.15
Descriptors—*Aesthetic Education, Art Activities, *Art Appreciation, *Art Education, Art Expression, Art Materials, Behavioral Objectives, Course Descriptions, Course Objectives, Curriculum Guides, Design, Elective Subjects, High School Curriculum, Secondary Education, Student Evaluation, Teaching Guides
This course outline for art education at the senior high school level aims to promote the development of each child so that he is not only proficient in measurable skills and knowledge but is also a resourceful and creative individual. The suggested teaching activities include classroom demonstrations and slide shows followed by student discussions of the concepts being taught. Outlines for the following courses are provided: Art Major I, a course in design; Art Major II, a course in portrait and figure drawing, crafts design, and large-scale design; and Art Major III, a course in acrylic painting, oil painting, graphics and watercolor painting. The following art elective courses for the student who is specifically interested in studying one area of art are also outlined: oil painting; watercolor and pastel painting; commercial art; drawing; ceramics and sculpture; jewelry; and art. For each outline, concepts to be taught are listed in conjunction with the behavioral objectives. Teaching activities are suggested. Student evaluation procedures, an art glossary, and a short bibliography are also available. (Author/RM)

ED 088 746 SO 007 095
Palestine Refugees Today. Human Rights Day: Twenty-Fifth Anniversary. Newsletter Number 76.
United Nations Relief and Works Agency, New York, N.Y.
Pub Date Dec 73
Note—32p.
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*Human Relations, International Organizations, Junior High School Students, *Middle Eastern Studies, Middle Schools, *Minority Groups, *Newsletters, Racial Discrimination, Social Studies Units, Student Projects, Teaching Guides, *World Affairs
Identifiers—Human Rights, *Palestine
A special issue of the United Nations Relief and Works Agency (UNRWA) newsletter relates the ideals of human rights as carried out for the Palestine refugees. An overview of the publication and its contents is followed by a copy of the Universal Declaration of Human Rights. Three articles--The Right to Education, An Adequate Standard of Living, and Motherhood and Childhood--review generally the events of the past 25 years in the Near East and specifically the refugee problems since 1948. A teacher's guide, accompanying the newsletter, explains the focus of human rights for use by children aged 9-12 years and offers suggestions for classroom applications. Specific projects related to human rights are described, including plays, murals, maps, and fairs. Ways in which the themes of racial discrimination and minority rights may be drawn into this unit of study are also noted. (KSM)

ED 088 747 SO 007 096
Report of the International Bureau of Education on Its Activities.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). General Conference.
Pub Date 18 Aug 72
Note—7p.; Report to the General Conference, Seventeenth Session, Paris, 1972
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Clearinghouses, *Comparative Education, *Documentation, Educational Objectives, *Educational Planning, Educational Trends, Information Dissemination, Information Networks, *International Education, *International Organizations, International Programs, Resource Centers, Social Influences
Identifiers—International Bureau of Education
This second report by the Council of the International Bureau of Education covers the period since the close of the sixteenth session of the General Conference to 31 July 1972. It deals with the activities of the Council itself, the steps taken to develop the programme of the International Bureau of Education during the period under review, and the establishment of a framework for the future programme of the Bureau. The Bureau's activities have included the 33rd International Conference on Education, 1971; information documentation and the establishment of a world network for documentation; publications dissemination; the International Exhibition on Education containing audio-visual materials; and comparative studies in education aimed toward the theme of the next international conference, "education, training and employment." (Author/JH)

ED 088 748 SO 007 097
DuVall, Charles R. Krepel, Wayne J.
Use and Misuse of Industry Sponsored Materials.
Pub Date 16 Mar 74
Note—41p.; Paper presented at the National Science Teachers Association, N.A.I.C.E. Session (22nd, Chicago, March 16, 1974)
EDRS Price MF-$0.75 HC-$1.85
Descriptors—Audiovisual Aids, Classroom Materials, *Data Analysis, Educational Resources, *Evaluation, Films, Media Selection, Research Methodology, *Resource Materials, *School Industry Relationship, Statistical Data, Surveys, *Teacher Attitudes, Use Studies
Identifiers—*Free Materials
A review of educational research reveals that free and inexpensive materials are used today to a much greater extent than they had been in the past. Two studies, sponsored by the American Iron and Steel Institute, are evidence of the producer's interest in determining the strengths and weaknesses of the materials being sent into classrooms and utilized in instructional programs. An analysis of the data of these studies of teacher opinions in relation to free filmstrips and printed materials, ED 072 992 and SO 006 300 respectively, is presented in the major portion of this paper. Tables illustrate the similarity of the samples used in both studies, the effectiveness of the materials, and the opinions expressed concerning evaluation of free materials compared to commercially produced materials. The second major, but brief, portion of the paper discusses data interpretation and recommendations. It is suggested that producers concentrate on narrowing the content focus, and that teachers be more selective in choice of materials before using them in the classroom. The final recommendation is for further study by producers of the ways in which teachers utilize free materials. A bibliography concludes the paper. (KSM)

ED 088 749 SO 007 098
Taylor, Bob L.
The National Assessment Model.
Pub Date [74]
Note—14p.; Paper presented at the National Council for Social Studies, General Session of College and University Faculty (San Francisco, November, 1973)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Academic Achievement, Behavioral Objectives, *Citizenship, *Data Collection, *Educational Assessment, Educational Research, Educational Testing, Evaluation, Evaluation Methods, *National Surveys, Program Descriptions, Program Effectiveness, Research Methodology, Research Utilization, Sampling, School Surveys, Writing Exercises
Identifiers—*National Assessment
The National Assessment is a plan for a systematic survey of knowledges, skills, understandings, and attitudes. The development of citizenship assessment described in this paper typifies the processes undergone for each subject--art, career and occupational development, citizenship, literature, mathematics, music, reading, science, social studies, and writing. Of the following developmental components, emphasis has been placed on the first five, although the last two are now receiving greater attention: 1) development of objectives with the participation of educators and laymen; 2) development of exercises based on the objectives and representing various techniques and levels of difficulty; 3) determination of a probability population sample representing region, size of community, and socioeconomic status; 4) administration of the exercises to the sample of 9-, 13-, and 17-year olds and an adult group aged 26-35; 5) scoring and analysis of the exercises by machine and trained evaluators; 6) reporting and dissemination; and 7) utilization. Components 6 and 7 describe the census-like reporting of data without interpretation. National Assessment produced data based on a broad range of objectives from higher cognitive levels to the affective domain and not simply on factual knowledge. (JH)

ED 088 750 SO 007 099
Taylor, Bob L.
Use of the Model at the State and Local Levels.
Pub Date [73]
Note—15p.; Paper presented at the National Council for Social Studies (San Francisco, November, 1973)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Academic Achievement, *Achievement Rating, Comparative Analysis, Course Evaluation, Criterion Referenced Tests, Educational Accountability, *Educational Assessment, *Evaluation Methods, *Models, National Norms, *National Surveys, Norm Referenced Tests, Program Evaluation, School Districts, School Surveys, State Programs, Statewide Planning, Student Evaluation
Identifiers—*National Assessment
The National Assessment, a census-like study to collect information concerning the educational attainment of Americans, is being adapted in many states with the results of the adaptations being used for decision making by state agencies or by teachers and administrators. The characteristics of the adaptations follow patterns related to this distinction of intended user. From among those states which have adapted the National Assessment as a model for assessment programs, this paper discusses the state-level programs in Maine, Connecticut, Texas, and Colorado and the district-level programs in Nebraska and Maryland. Although certain characteristics denote a good assessment program, the many possible variations open the model to misuse. Appropriate use of the national model can promote curriculum improvement and yield valuable information for decision making; for example, the necessity of determining behavioral objectives can lead to sharpened perceptions of educational aims, but the exercise can also narrow perspectives. Assessment data too can be misinterpreted and misapplied. An optimum use of the model is for accountability when applied to a total organization, such as a school. (JH)

ED 088 751 SO 007 100
Jitkoff, Julia Armstrong Doty, Edward
Decision Makers, a Simulation Game about Community Change.
American Friends Service Committee, New York, N. Y. Metropolitan Regional Office.; United Nations Association of the United States of America, New York, N.Y.
Pub Date 72
Note—63p.
Available from—American Friends Service Committee, Metropolitan Region, 15 Rutherford Place, New York, NY 10003 ($5.50 plus $.35 postage; special rates for bulk orders)
EDRS Price MF-$0.75 HC-$3.15
Descriptors—*Change Agents, *Community Change, Community Support, *Decision Mak-

ing, Decision Making Skills, Games, Guides, Peace, Problems, Resources, Role Playing, *Simulation, *Social Action, Social Change, Social Problems, War

Decision Makers is designed to simulate the problems faced by groups trying to produce peaceful social change in their communities. This version illustrates the problems faced when a community group attempts to introduce a course on the issues of war and peace in the local high school. All participants assume roles as residents of a typical suburban community with half becoming change agents, the other half decision makers. The decision makers control three elements necessary to the project's success: seals for official approval, paper money for funds, and negative and positive letters for public opinion. An initial meeting of the entire group begins the process of gaining the decision makers' support and tokens. Each half caucuses seperately and divides into subgroups. A succession of group, subgroup, and joint meetings are held, culminating in a debriefing to examine the dynamics and problems involved in building community support for social change. An introduction, checklist, and scripts for moderators are provided along with charts noting progress in the change process. A list of resource organizations, ways to adapt the game for other social change issues, sample questions, and a game fact sheet are included. (KSM)

ED 088 752 SO 007 101

Social Studies Handbook, First Grade.

Ventura County Superintendent of Schools, Calif.

Pub Date 71

Note—80p.

EDRS Price MF-$0.75 HC-$4.20

Descriptors—Class Activities, Clothing, *Community Education, Course Objectives, *Cultural Awareness, Curriculum Guides, Economic Factors, Evaluation Criteria, *Family Life Education, Food, Grade 1, Inquiry Training, Instructional Materials, Map Skills, Mexicans, *Social Studies, Teaching Techniques

Identifiers—Blooms Taxonomy, *Project Coordination

The handbook outlines a course of study in social studies for grade 1. The overall course objective is to teach children about the family's needs, the ways in which it satisfies them, and the interdependence of people in families and communities. Questioning techniques are used throughout the course. Questions which develop student thinking competencies such as observing and data gathering, analysis, synthesis, prediction, and value-seeking are provided. Learning activities suggested include games, field trips, role playing, art activities, and discussion. Among the topics treated are the following: family needs such as food, shelter, transportation, recreation, and clothes; a comparative study of American and Mexican children; and map skills. Course objectives, instructional materials needed to meet objectives, teaching strategies, class activities, and evaluation criteria are provided for each topic. (RM)

ED 088 753 SO 007 102

Social Studies Human Behavior Studies Program, K-6 (Part One of a Two Part Series).

Baltimore City Public Schools, Md.

Pub Date Apr 72

Note—281p.; Prepared by the Commission on Revision of the Social Studies

EDRS Price MF-$0.75 HC-$13.80

Descriptors—Area Studies, Cross Cultural Studies, *Cultural Awareness, Curriculum Guides, Elementary Education, Ethnic Groups, Ethnic Studies, Group Behavior, *Human Relations, Individual Characteristics, *Inquiry Training, Instructional Materials, Interdisciplinary Approach, Kindergarten, Minority Groups, *Minority Role, Objectives, Resource Materials, Self Concept, *Social Studies, Teaching Methods

The social studies curriculum guide for levels K-6 emphasizes the role played by all ethnic groups in the development of the American culture. Main goals of the course are to enhance the student's knowledge of self, appreciation of his heritage and the heritage of others, and understanding of the contributions of many peoples to the growth of the United States. An inquiry method of teaching is used throughout the course. The following courses are outlined: 1) Who am I? As I See Myself, As Others See Me; 2) Individuals -- Similarities and Differences; 3) Group Behavior--Individuality and Conformity; 4) Communities--Interdependence and Change; 5) Individuals and Groups--Prejudice and Propaganda; and 6) Individuals and Groups--Human Rights and Protection. Teaching-learning strategies which include sample questions and learning activities, information sources, behavioral goals, and a bibliography of teacher and pupil references are provided for each course. Also included are a course rationale, graphic notes on teaching techniques, a glossary of terms, and an additional teacher bibliography. (RM)

ED 088 754 SO 007 103

Social Studies Handbook, Kindergarten.

Ventura County Superintendent of Schools, Calif.

Pub Date 71

Note—37p.

EDRS Price MF-$0.75 HC-$1.85

Descriptors—Class Activities, Clothing, *Community Education, Course Objectives, *Cultural Awareness, Curriculum Guides, Environmental Education, Evaluation Criteria, *Family Life Education, Food, Inquiry Training, Instructional Materials, Kindergarten, Occupations, *Social Studies, Teaching Techniques

Identifiers—*Project Coordination

The handbook outlines a course of study in social studies on the kindergarten level. The overall course objective is to teach children that people everywhere have certain basic needs and wants, and that how people meet these needs depends upon their environment and cultural level. Questioning techniques are used throughout the course. Questions are provided which develop student thinking competencies such as observing and data gathering, analysis, synthesis, prediction, and value-seeking. Suggested learning activities include drama or role-playing, games, art activities, and discussion. Among the topics treated are the following: food, clothing, occupations, study of how people live around the world, community helpers, animals, and ecology. Course objectives, instructional materials needed to meet objectives, teaching strategies, class activities, and evaluation criteria are provided for each topic. (RM)

ED 088 755 SO 007 104

Zeleny, Leslie D.

How to Use Simulations. How to Do It Series, Number 26.

National Council for the Social Studies, Washington, D.C.

Pub Date 74

Note—8p.

Available from—National Council for the Social Studies, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 ($.50, Quantity Discounts)

EDRS Price MF-$0.75 HC Not Available from EDRS.

Descriptors—Bibliographies, *Classroom Techniques, Effective Teaching, Elementary Education, *Games, Group Dynamics, Interaction, Literature Reviews, Resource Materials, *Role Playing, Secondary Education, *Simulation, *Social Studies, Sociodrama, Teaching Guides, Teaching Methods

Identifiers—*Focused Conversation

One of a series of pamphlets providing practical and useful sources of classroom techniques for social studies teachers, the concern of this issue is the use of simulations, specifically focused conversations, role-playing, sociodrama, and gaming. A review of the concept of simulation is followed by a discussion of the circumstances which maximize interaction in classrooms. Teacher role, student participation, and small group dynamics are summarized into seven steps for maximum classroom interaction. Applications for both elementary and high school grades are discussed. Simulations appropriate for the needs of elementary education are observed to be those with activities emphasizing free communication, social responsibility and democratic decision-making. In the high school, it is thought that the focused conversation technique creates student interest and develops self-confidence and leadership abilities. Several examples of games used successfully in high school situations are described and the role and nature of evaluation in simulation use are reviewed. References are followed by a general bibliography and a list of publishers of games. A related document is ED 083 057. (KSM)

ED 088 756 SO 007 105

Popkewitz, Thomas S.

How to Study Political Participation. How to Do It Series, Number 27.

National Council for the Social Studies, Washington, D.C.

Pub Date 74

Note—8p.

Available from—National Council for the Social Studies, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($.50, Quantity Discounts)

EDRS Price MF-$0.75 HC Not Available from EDRS.

Descriptors—Bibliographies, *Citizen Participation, *Classroom Techniques, Democracy, Junior High School Students, Learning Activities, Middle Schools, *Political Science, Resource Materials, Secondary Education, *Social Studies, Social Systems, Student Experience, *Student Participation, Teaching Guides, Teaching Methods

One of a series of pamphlets providing practical and useful sources of classroom techniques for social studies teachers, the concern of this issue is how to engage children in the study of political participation, attending to varied dimensions of political actions and approaches to analysis. The first of two sections discusses political participation in terms of citizen actions and informs the teacher of social organization and membership theory. The second section contains suggestions for study describing a variety of approaches which teachers can adapt or extend according to their instructional setting with upper-elementary or middle school students. The activities, for each of which a statement of purpose and an outline of activities is given, include the following: Initiating a dialogue on dilemmas of participation; Developing a comparative study; Observing participation in public meetings; Developing a political participation index: Developing a measure of political trust; and Developing a belief in influence scale. A two-part bibliography is first concerned with literature that focuses on political participation, discussions of democratic theory, and descriptive studies of participation, and secondly identifies curriculum projects, games, and miscellaneous agencies, publishers, and materials useful in planning further experiences. A related document is ED 083 057. (KSM)

ED 088 757 SO 007 107

Allen, O. Lyle And Others

A Course of Study in Psychology for Grades Eleven and Twelve.

Rochester Public Schools, Minn.

Pub Date 73

Note—50p.

EDRS Price MF-$0.75 HC-$3.15

Descriptors—Behavioral Objectives, Curriculum Guides, *Developmental Psychology, Grade 11, Grade 12, Group Activities, Human Development, Individual Activities, Instructional Materials, Learning, Marriage, Mental Health, Personality, *Psychology, Social Attitudes, Socially Deviant Behavior, *Social Psychology, Thought Processes, Units of Study (Subject Fields)

This one-semester course of study in psychology for grades 11 and 12 is designed for teachers who are knowledgeable in the field of elementary psychology. The over-all course objective is to improve the student's ability to adjust to an increasingly complex and changing society. Among the teaching techniques suggested are case studies, class discussion, field trips, individualized projects, research and experimentation. The following ten units are outlined: 1) Psychology; 2) Patterns of Human Development; 3) Learning; 4) Thinking; 5) Personality; 6) Mental Health; 7) Deviant Behavior; 8) Marriage and Family; 9) Social Attitudes; and 10) Man in Society. For each topic in the outline specific references as well as behavioral objectives and activities are listed. Listings of additional instructional media are also provided. Ideas for individual and group involvement experiences are provided in the appendix. Many of the activities cannot stand alone but rather require the teacher to consult key references consisting of listed workbooks, book, and manuals. (Author/RM)

ED 088 758 SO 007 108
Harbison, Frederick H.
Education Sector Planning for Development of Nation-Wide Learning Systems. OLC Paper Number 2.
American Council on Education, Washington, D.C. Overseas Liason Committee.
Report No—OLC-Pap-2
Pub Date Nov 73
Note—55p.
EDRS Price MF-$0.75 HC-$3.15
Descriptors—Cost Effectiveness, Developing Nations, *Educational Coordination, *Educational Economics, Educational Objectives, *Educational Planning, Educational Research, *Evaluation Methods, Goal Orientation, Manpower Needs, *National Programs, Objectives, Relevance (Education), Resource Allocations, Systems Analysis
The sector approach to analysis of nation-wide learning services is a means of viewing all aspects of national development from the perspective of human resources. Such an approach requires a descriptive national profile; an analysis in terms of dynamics, output, goals, and constraints; a strategy to achieve the goals; and a plan to actualize them. Various perspectives in a sector assessment of education are possible depending upon the role played by education within national priorities: social demand, national development, manpower needs, economic returns, and employment generation. Implementing a sector assessement requires consideration of key elements such as sponsorship, identification of goals and perspectives, and needs for and limitations of quantitative analysis. Recognition, definition, and consideration of opportunities within employment institutions, formal education, and nonformal education and training are also critical. Three methodological approaches widely recognized and implemented relative to national perspective -- manpower surveys, returns to investment in education, and tracer studies -- give an idea of the possibilities and liabilities available in sector analysis. (JH)

ED 088 759 SO 007 109
Watford, Robert H.
Social Science Curriculum Guide.
North Allegheny School District, Pittsburgh, Pa.
Pub Date 73
Note—369p.
EDRS Price MF-$0.75 HC-$17.40
Descriptors—Anthropology, Behavioral Objectives, Citizenship Responsibility, Class Activities, Concept Teaching, Course Descriptions, Course Evaluation, Culture, Curriculum Guides, Economics, History, *Inquiry Training, *Interdisciplinary Approach, Political Science, Resource Materials, Secondary Education, *Social Sciences, *Social Studies, Sociology, Teaching Techniques, Values
The guide outlines an interdisciplinary social science course for grades 7-12. The overall curriculum goal is that students learn the skills, values and concepts essential to citizenship in a democratic society. Teaching activities suggested include class discussions, role playing, debate, mapwork, written reports, group and individual research, projects, games, and field trips. The following units are outlined: Western Culture, grade 7; American Culture, grade 8; Civics (American Political Behavior), Geography, The Growth of Man and Government, grade 9; World Cultures, (American Teenage, Japan, Africa, Latin America, and the Middle East), grade 10; American Culture, American History (course for high achievers), grade 11; European History (course for high achievers), Principles and Problems in Economics, Comparative Economic Systems, Comparative Political Systems, American Political Systems, Sociology, and Current Issues, grade 12. Objectives, content description, class activities, teaching techniques, course evaluation, and resource materials are provided for each unit. A description of the new social studies and its general objectives and a schematic representation of the process of inquiry are provided in the appendices. The guide also contains a course rationale. (RM)

ED 088 760 SO 007 110
Aran, Kenneth And Others
Puerto Rican History and Culture: A Study Guide and Curriculum Outline.
United Federation of Teachers, New York, N.Y.
Pub Date 73
Note—151p.
Available from—United Federation of Teachers, Box PRHC, 260 Park Avenue South, New York, New York 10010 ($4.00)
Document Not Available from EDRS.
Descriptors—*American Culture, Annotated Bibliographies, Course Content, Course Objectives, Curriculum Guides, Economics, Ethnic Groups, Foreign Policy, Imperialism, *Interdisciplinary Approach, Migration, *Minority Groups, *Puerto Rican Culture, *Puerto Ricans, Resource Units, Secondary Education, Spanish Americans, Spanish Culture, Study Guides, Teacher Developed Materials, Urban Studies
The document consists of teacher-developed resource units on Puerto Rican history and culture for junior and senior high school students. The objective is to help students understand and appreciate cultural diversity which can serve as a source of unity and pride rather than divisiveness and enmity. Teaching techniques include class discussion, interviews, debate, and research. The following units are outlined: 1) What do we mean by Puerto Rican identity? 2) How has Puerto Rican migration differed from other forms of immigration to the United States? 3) How have Puerto Ricans adjusted to life in New York City? 4) How did four centuries of Spanish rule determine the life style of Puerto Rico? 5) How has the United States' presence affected life in Puerto Rico? 6) How has the traditional Puerto Rican family been influenced by mainland American cultural values? 7) How have the Puerto Rican people been affected by geographic and economic forces? 8) How did the Puerto Rican culture evolve? 9) How has organized religion affected Puerto Rican life? A brief introduction, aims, content outline, and approaches and activities are provided for each unit. An annotated bibliography is also included. (RM)

ED 088 761 SO 007 111
Wilkinson, Doreen H.
Community Schools: Education for Change.
National Association of Independent Schools, Boston, Mass.
Pub Date Nov 73
Note—57p.
Available from—National Association of Independent Schools, 4 Liberty Square, Boston, Mass. 02109 ($2.50 per copy, paper bound)
EDRS Price MF-$0.75 HC Not Available from EDRS.
Descriptors—*Alternative Schools, *Community Schools, Educational Equality, Educational History, *Educational Philosophy, Educational Problems, *Negroes, *Parent Participation, Program Descriptions, Program Development, Self Concept, Social Class, Urban Schools
Relying on the conviction that, in the unrepresented and improverished section of our cities, involvement of parents in the education of their children is an essential step on the way to a better life in a fairer and more equal society, this study describes the achievements and limitations of this principle in action as discovered by an individual involved in a community school. The study contains four main sections: origins of community schools; the community school in the black ghetto; the need for a new philosophy of education; and conclusions and recommendations. The historic background of community schools is reviewed and their continued development traced. Parent involvement in the community school of the black ghetto, teaching practices and problems, and the problem of long-run stability are discussed. The prevailing American philosophy of education and the problems of social class and educational equality are related to a basic philosophy of education for Blacks today. The two features of this proposed philosophy are pride of origin and passion for equality. Twelve conclusions and recommendations for others involved in community schools conclude the study. (Author/KSM)

ED 088 762 SO 007 144
Hayden, Colleen And Others
Ninth Grade Social Studies: A Program in Political Science and Economics, Units on Political Processes. (Preliminary Edition).
Bloomington Public Schools, Minn.
Pub Date Sep 69
Note—698p.
Available from—Instructional Materials Center, Bloomington Schools, 10025 Penn Avenue South, Bloomington, Minn. 55431 ($5.00 each and $1.00 shipping)
Document Not Available from EDRS.
Descriptors—*American Government (Course), Citizenship, Class Activities, Classroom Games, Course Descriptions, Course Evaluation, Course Objectives, Curriculum Guides, *Economics, Elections, Grade 9, Inquiry Training, Instructional Materials, *Political Science, Politics, Social Problems, *Social Studies Units, Supplementary Reading Materials, Teaching Techniques, Values
Identifiers—*Minnesota Project Social Studies
The guide outlines units of study for grade 9 in political science and economics. The major objective of the curriculum is to help the student become a useful citizen and develop the thinking process in solving the many problems of society. Students are presented with information through the use of readings, some of which are from primary sources, and audiovisual materials. Teaching techniques used include questioning techniques to facilitate classroom discussion, games, and dramatics. The following units are outlined: 1) Political Systems; 2) Political Parties and Elections; 3) Executive Process; 4) Legislative Process; and 5) Judicial Process. Concepts to be taught along with the corresponding classroom activities and evaluation criteria are defined for each unit. All activities in the guide refer to numbered activities in the Minnesota Project Social Studies. Transparency masters, bibliographies, and supplementary resource materials are also provided. (RM)

ED 088 763 SO 007 145
Fustukjian, Samuel, Comp.
Selected Bibliography of American History through Biography.
Pub Date Aug 71
Note—101p.; Represents holdings in the Penfold Library, State University of New York, College at Oswego
EDRS Price MF-$0.75 HC-$5.40
Descriptors—*American Culture, *American Studies, Architects, Bibliographies, *Biographies, Business, Education, Lawyers, Literature, Medicine, Military Personnel, Politics, Presidents, Religion, Scientists, Social Work, *United States History
The books included in this bibliography were written by or about notable Americans from the 16th century to the present and were selected from the holdings of the Penfield Library, State University of New York, Oswego, on the basis of the individual's contribution in his field. The division into subject groups is borrowed from the biographical section of the "Encyclopedia of American History" with the addition of "Presidents" and includes fields in science, social science, arts and humanities, and public life. A person versatile in more than one field is categorized under the field which reflects his greatest achievement. Scientists who were more effective in the diffusion of knowledge than in original and creative work, appear in the tables as "Educators." Each bibliographic entry includes author, title, publisher, place and data of publication, and Library of Congress classification. An index of names and list of selected reference tools containing biographies concludes the bibliography. (JH)

ED 088 764 SO 007 147
Bragaw, Donald H. And Others
Perspectives in Social Studies: A Series of Seven Television Programs for the Middle and Secondary School Levels.
New York State Education Dept. , Albany. Bureau of Mass Communications.
Pub Date [73]
Note—65p.
EDRS Price MF-$0.75 HC-$3.15
Descriptors—Beliefs, Case Studies, Civil Liberties, *Concept Teaching, Cultural Differences, Discovery Learning, Films, Human Geography, Intermediate Grades, Mobility, Moral Values, Nationalism, *News Media, Search and Seizure, *Social Studies, *Sociocultural Patterns, Teaching Guides, Urbanization, *World Geography
Identifiers—Worldmindedness
This guide to the series of seven, thirty-minute, color, television programs developed for the middle grades deals with the topics of urbanization, culture clash, mobility, nationalism, morality, ideology, and privacy. The films are designed around the inquiry/discovery approach and utilize introductory, simulated situations followed by three specific case studies. Three major purposes of the series are to acquaint children with the im-

portance of news and news broadcasts; to promote a realization of the world-wide concatenation of events and people; and to show the unifying nature of a concept and its availability to any grade or level. The guide deals with each film separately, giving specific suggestions on presentation, such as the timing of a film showing, preshowing preparation on vocabulary, discussion questions, charts to aid in relating and conceptualizing facts, and reference sources or related avenues of study for the teacher. The tapes are available in New York from the Bureau of Mass Communications, State Education Department, Albany, New York 12224; nationwide marketing of 16mm soundfilm is handled by Xerox Films, Connecticut. (JH)

ED 088 765 SO 007 148

Morgan, James N. And Others

Five Thousand American Families -- Patterns of Economic Progress. Volume I: An Analysis of the First Five Years of the Panel Study of Income Dynamics.

Michigan Univ., Ann Arbor. Inst. for Social Research.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.; Office of Economic Opportunity, Washington, D.C.

Pub Date 74

Note—456p.

Available from—Institute for Social Research, University of Michigan, PO Box 1248, Ann Arbor, Michigan 48106 ($15.00 for two volume clothbound set, $9.50 for paper)

Document Not Available from EDRS.

Descriptors—Age, Behavior Patterns, Data Analysis, *Economic Development, Economic Factors, Economic Research, Educational Background, Employment, Environmental Influences, Family Background, *Family Income, Living Standards, Longitudinal Studies, Low Income Groups, *Public Policy, Racial Factors

This first of two volumes presents an investigation of the determinants of the level of family economic well-being and of its changes over time. Both overall well-being and some of its principal components -- family size and composition, earnings, labor force participation, transfer income, income instability, and educational attainment -- are the subjects of separate chapters in the volume. The purpose of the study was to resolve the issue of what it is in the environment or in the individual and his behavior patterns that leads to improvement in economic status. The data contain personality and attitudinal measures of 5000 families and patterns of their economic behavior over a five year period, supplemented with several environmental variables, such as the condition of the local labor market, and the level of public school expenditure. In summarizing the effects of variables which may be subject to change through public policy, what seems to matter are the backgrounds and unchanging characteristics of individuals: age, sex, education, race and family background. Chapters on each of the components of well-being and a summary of findings are followed by seven appendices of statistical data and a glossary. Volume II is SO 007 149. (Author/KSM)

ED 088 766 SO 007 149

Morgan, James N., Ed.

Five Thousand American Families -- Patterns of Economic Progress. Volume II: Special Studies of the First Five Year's of the Panel Study of Income Dynamics.

Michigan Univ., Ann Arbor. Inst. for Social Research.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.; Office of Economic Opportunity, Washington, D.C.

Pub Date 74

Note—369p.

Available from—Institute for Social Research, University of Michigan, PO Box 1248, Ann Arbor, Michigan 48106 ($15.00 for two volume clothbound set, $9.50 for paper)

Document Not Available from EDRS.

Descriptors—Behavior Patterns, Child Rearing, Data Analysis, *Economic Development, Economic Factors, Economic Research, Employment, Family Background, *Family Income, Family Mobility, Family Planning, Housing, Longitudinal Studies, Low Income Groups, *Public Policy, Racial Factors, Taxes, Transportation

Volume II of the Panel Study of Income Dynamics presents special studies from the matrix of data which allowed further policy relevant analysis. The ten special studies, each corresponding to a chapter in the volume, are as follows: Housing and Homeownership; Residential Mobility and Family Housing Adjustments; Modes of Travel to Work; The Dynamics of Family Labor Supply Decision; Quitting and Relocating as Family Unit Decision; Non-Pecuniary Work Rewards; Aspects of the Variability of Family Income; the Incidence of Selected Taxes by Income Classes; The Allocation of Household Income to Food Consumption; Births, Expected Family Size, and Poverty; and Time Inputs to Children. A final chapter contains a summary of some of the analysis being done elsewhere with the data collected. Volume I is SO 007 148. (Author/KSM)

ED 088 767 SO 007 154

Steinbrink, John E.

Comparative Rural Landscapes: A Conceptual Geographic Model.

Georgia Univ., Athens. Geography Curriculum Project.

Pub Date 70

Note—159p.

EDRS Price MF-$0.75 HC-$7.80

Descriptors—*Agriculture, Case Studies, Course Content, *Cross Cultural Studies, Elementary Education, *Farmers, Geographic Regions, *Human Geography, Land Settlement, Models, *Physical Geography, Questioning Techniques, Research Skills, Rural Environment, Rural Population, Teaching Guides, Teaching Methods, Technology

Identifiers—Advance Organizers, Ausubel (David), *Geography Curriculum Project

The geography unit is designed for use in upper elementary grades. The unit objective is to help the student learn facts about the landscapes of the United States, the Netherlands, Australia, Russia, and Central Africa, and acquire generic ideas which he can apply to the analysis and comparison of other landscapes. The unit is an attempt to apply David P. Ausubel's concept of advance organizers to an elementary social studies unit. During the first three days of the unit, a conceptual rural landscape model is taught as the advance organizer. The following inclusive organizing model concepts are identified and developed: population, density, culture, earth complex (land, climate, vegetation), and technology. Specific informational data within this general framework is then presented in each case study. Through questioning techniques the teacher leads the student through an analysis of the data. Among the 18 units outlined are the following: 1) the family farm in the United States; 2) the Netherlands; high population density and extensive sheep stations; 4) the earth complex of the U.S.S.R.; huge and cold; and 5) Ituri Pygmies: subsistence hunters and gatherers in Central Africa. An overview, a list of terms used, an outline of unit ideas, and course content including diagrams, pie charts, graphs, tables, maps, and questions are provided for each unit. (RM)

ED 088 768 SO 007 156

Nelson, Rex A.

A Polydisciplinary Approach for the General Study Area of Higher Education. Monograph 1973.

Pub Date Mar 73

Note—25p.

Available from—Dr. Rex A Nelson, 117 Hally Drive, Statesboro, Georgia 30458 ($1.00)

EDRS Price MF-$0.75 HC-$1.85

Descriptors—Concept Formation, *Conceptual Schemes, Convergent Thinking, Course Organization, Curriculum Design, Curriculum Development, Educational Development, Experience, *Fundamental Concepts, Higher Education, Integrated Activities, *Intellectual Disciplines, *Interdisciplinary Approach, Learning Experience, Matrices, *Problem Solving, Teaching Methods, Teaching Techniques

Within a setting of dynamic rather than static knowledge, the academic structuring of disciplines begins to lose meaning. Interdisciplinary courses are one result of this perception of knowledge. A polydisciplinary approach, however, would be a more accurate construct of reality. Given the following four aspects of a polydisciplinary approach to the study of man--environment, actions, knowledges, and pulsating growth--a three dimensional matrix described by the first three aspects, of which the fourth is an integral part, is possible. Each aspect breaks down into small parts: action consists of doing, deciding, dreaming, and discovering; knowledge consists of sciences, technics, humanities, and praxis; and environmental areas consist of socio, psychic, abiotic, and biotic. The interrelatedness of the parts becomes multifaceted in a three dimensional matrix. This approach is action-oriented in that it relates to existing situations that face man and involves an experiential study of the interactions of man and his activities. (Author/JH)

ED 088 769 SO 007 159

Button, Christine

The Effects of Experimental Government Units on Students' Feelings of Political Efficacy, Political Cynicism and Political Knowledge: A Tri-Ethnic Study.

Pub Date 5 Apr 72

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, April 5, 1972)

EDRS Price MF-$0.75 HC-$1.85

Descriptors—*American Government (Course), *Changing Attitudes, Classroom Research, Course Content, Data Analysis, Educational Research, *Ethnic Groups, Mexican Americans, Negroes, Political Attitudes, *Political Science, *Political Socialization, Questionnaires, Secondary Education, Secondary School Students

The purpose of this study is to determine the extent to which selected experimental curriculum units emphasizing avenues of political involvement, creative conflict, and change might influence the acquisition of political knowledge and development of feelings of political efficacy and cynicism among Anglo, Black and Mexican-American twelfth-graders. The subjects of the test were 252 Texas high school students. Four government classes were selected at each school, two experimental and two contrast groups. The experimental treatment relied on four curriculum units in government developed for this study. A political attitude and knowledge questionnaire was administered to all subjects before and after experimental treatment. Items constituting the criterion measures of political cynicism, political efficacy, and political knowledge were imbedded in the questionnaire. Results support critics of the traditional approach to political education who advocate emphasis upon political behavior, processes and conflict, rather than the usual emphasis upon government structure and institutions. The experimental units appear to be salient means of increasing feelings of political efficacy among Anglo, Black, and Mexican-American students. Discussion of the findings is followed by data tables and references. (Author/KSM)

ED 088 770 SO 007 160

Theobald, Robert, Ed.

Futures Conditional, A Participation Trendletter to Create a More Human Future, Volume 1, Number 8.

Participation Publishers, Tucson, Ariz.

Pub Date Aug 73

Note—16p.

Available from—Available from Futures Conditional, Box 1531, Wickenburg, Arizona 85358 (Subscription rates are $24.00 for one year and $36.00 for two years)

EDRS Price MF-$0.75 HC-$1.50

Descriptors—Annotated Bibliographies, *Educational Change, Educational Innovation, *Educational Needs, *Futures (of Society), *Humanization, *Newsletters, Relevance (Education), Resource Materials, Revolution, Social Change

The monthly newsletter, based on a belief that there are solutions to existing social problems, is announced here on a one time basis. A major aim of the trendletter is to bridge the communication gap between those who are developing methods of dealing with the future and the layman. "Futures Conditional" is an exchange forum for new perceptions, new ideas, and new programs of action. This issue is designed to increase communication between educators who feel the need to change our educational system so that it might prepare students to live in a future society.

Several student projects are reported on, such as a student community magazine in Arizona and a student-produced TV news program at the University of Wisconsin. Other creative programs which seek active participants are also announced. Learning tools for pre-schools are described, and an annotated bibliography of additional reading material is provided. Two articles on the need for revolutionary changes in education are included: Another Look at Subsystem Changes, and the Editor's Comment: Educating for New World Realities. Other issues focused on exploring the future, and myth and the future. (RM)

ED 088 771 SO 007 164

Regional Curriculum Workshop. Final Workshop Report.

University of the South Pacific, Suva (Fiji). School of Education.

Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 73

Note—226p.; Workshop at the University of the South Pacific, Suva, Fiji, January 2-19, 1973

EDRS Price MF-$0.75 HC-$11.40

Descriptors—Conference Reports, *Curriculum Development, *Curriculum Planning, *Developing Nations, Educational Needs, Educational Objectives, English, Inservice Teacher Education, Mathematics, Questionnaires, *Regional Programs, Sciences, Secondary Education, Social Sciences, *Workshops

Identifiers—South Pacific

Assistance from the United Nations Development Programme provided the opportunity for over one hundred participants to gather for a regional workshop in an attempt to tackle the problems of curriculum development in the South Pacific. The workshop concentrated on four major subject areas--social science, mathematics, English language, and basic science. Reports from each of the work groups comprise the major portion of this final workshop report. The curriculum development processes reported on include initial curriculum planning, development of aims and objectives, trial drafts of curriculum materials, needs assessments, feedback evaluation, teacher orientation courses, and implementation procedures. The program of the entire workshop is outlined following the workgroup reports. Results of a participant questionnaire are summarized, indicating reactions to the format of the workshop and feelings towards the success of the program. (KSM)

ED 088 772 SO 007 166

Silberman, Harry F.

Determining Educational Priorities in the 70's.

Pub Date 4 Dec 71

Note—22p.; Address presented to Annual Conference of Association of California School Administrators and the California School Boards Association (San Francisco)

EDRS Price MF-$0.75 HC-$1.50

Descriptors—Alternative Schools, *Educational Accountability, *Educational Assessment, Educational Economics, *Educational Objectives, Educational Planning, *Equal Education, Open Education, *Relevance (Education), Social Action, Social Integration, Social Problems, Socioeconomic Influences

Identifiers—*National Institute of Education, NIE, NIE Archives

The success of educational expansion can be seen in the decline in illiteracy rates, improved achievement scores, more years of teacher training, innovative curricula development, and in the greater independence and openness of young people. Despite such positive trends, a crisis in confidence in our system, stemming from the great expenditure in education with less easily perceived results, is a reality. Perhaps efficiency by itself is not an appropriate criteria for measuring a service agency and should be associated with other, social goals in establishing any real criteria for success. Inequality of opportunity, lack of adaptibility and accountability are still the imminent social concerns of our educational system. Suggestions for overcoming these problems, however, usually concentrate on production. Priorities for the 70's should include a maintenance of the production goals of the 60's but also the provision for alternatives in schooling, among which parents and students may make intelligent choices, and a renewal and expansion of the apprenticeship tradition in education. The aim of the National Institute of Education for the 70's is to serve the practical needs of the local "-consumers" of educational improvements, with emphasis on the establishment of renewal centers to serve as gathering and disseminating points for those concerned with education. (JH)

ED 088 773 SO 007 167

Silberman, Harry F.

Some Reservations about the Application of Technology to Increase Productivity in Education.

Pub Date 1 Nov 71

Note—18p.; Speech presented to the National Academy of Engineering, Washington, D.C.

EDRS Price MF-$0.75 HC-$1.50

Descriptors—Educational Change, *Educational Development, *Educational Equality, Educational Innovation, Educational Philosophy, *Educational Quality, *Educational Technology, Federal Government, Government Role, Human Relations, Instructional Technology, Program Proposals, Relevance (Education), Speeches, *Technology, Values

Identifiers—*National Institute of Education, NIE, NIE Archives

Three issues raised in this speech on the prospects of converting education from a labor intensive to a technology intensive enterprise are the following: how technology might affect the quality of education; the relationship of technology to equality in education; and the transitory nature of technological innovations. It is observed that quality of life objectives are increasingly preferred by youth today and that these less tangible objectives should be considered in educational development. The question of equity is viewed as one of the most critical issues and the least amenable to a technological solution. Major problems in programs involving technological reform are reviewed as including preoccupation with implementation, coping with long-term implications, and community involvement. Features of these proposals focus on provisions for consumer choice, expansion of an apprenticeship tradition, and promotion of human interaction. While it is observed as unlikely to expect increased productivity at the elementary or secondary levels by means of technology, the university level appears as a possible target. A final summary advises cautious thinking in relation to the use of technology and its consequences, and notes the role of the Federal Government as working within policies compatible with pluralistic values and goals for education. (Author/KSM)

ED 088 774 SO 007 233

Mahood, Wayne

Experiences in Developing a Competency-Based Teacher Education Program for Social Studies.

Pub Date 21 Nov 73

Note—13p.; Paper presented at the College and University Faculty Assembly of the National Council for Social Studies (San Francisco, November 21, 1973)

EDRS Price MF-$0.75 HC-$1.50

Descriptors—Evaluation, Higher Education, Models, Objectives, *Performance Based Teacher Education, Performance Criteria, Performance Specifications, Program Descriptions, Program Development, Secondary Education, *Social Studies, Speeches, Student Teaching, *Teacher Education, *Teacher Education Curriculum, Values

The experiences gained in developing a competency based teacher education program (CBTE) for secondary social studies are related in this speech. The program originated from the following needs: to revamp the traditional education program; to develop an experiential base reflecting the realities of public schools; to examine various models of teacher education; and to specify more precisely the outcomes sought. The results of the program thus far are described as constituting a first step toward a final CBTE program. The bases for the program were a Concerns Model, a setting appropriate for teacher education, the allowing of education students into schools as soon as possible, and the specifying of performances sought in measurable terms. It is admitted that performance objectives, but not genuine competencies, have been specified. An external monitoring or evaluative scheme was not implemented at the inception of the program, although data collected does reveal patterns in the areas of student performances, attrition rate, and placement success. Critical problems which remain are identifying and specifying competencies and assessment procedures, counseling and screening functions, developing a positive self-concept to deal with values in the social studies, and placement in public schools for student teaching. References are included. (Author/KSM)

ED 088 775 SO 007 234

Colorado Environmental Education Master Plan. Supplement to the Colorado Interim Master Plan for Environmental Education.

Center for Research and Education, Denver, Colo.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date Jun 73

Grant—OEG-O-71-4579(508)

Note—53p.

EDRS Price MF-$0.75 HC-$3.15

Descriptors—*Citizen Participation, *Environmental Education, Environmental Influences, Guidelines, Information Centers, *Information Dissemination, Inservice Teacher Education, Instructional Media, *Mass Media, Master Plans, Program Descriptions, Program Design, Program Proposals, Resource Centers, State Programs, *Teacher Education, Teacher Workshops

Identifiers—*Colorado

The plan provides guidelines to Colorado citizens for the implementation of four environmental education programs. The major emphasis of the plan is to stimulate and strengthen environmental education throughout Colorado by increasing communication, cooperation, and coordination among individuals and organizations. The following citizen-based action plans, together with their respective goals, have been proposed: 1) Colorado Environmental Education Council (CEEC) (to coordinate on a statewide basis all environmental education activities). 2) Environmental Education Resource Information Clearinghouse (to establish communications with groups and individuals, and to provide resource information, coordination, and technical assistance in environmental education planning); 3) Environmental Education Teacher Preparation Plan (to conduct in-service teacher training on environmental concepts); and 4) Media Involvement plan (to achieve wider utilization of TV, radio, and newspapers as a means for increasing the public's environmental awareness, concern, and commitment). Program needs, objectives, and design, and recommendations for implementation are provided for each plan. The proposed Constitution and by-Laws of the CEEC are also included in this document. A related document is ED 068 421. (RM)

ED 088 776 SO 007 236

Blouin, Virginia And Others

The Middle East.

Chelmsford Public Schools, Mass.

Pub Date 73

Note—23p.; An article, "The New Jerusalem", which appeared in "Newsweek", 30 Jul 73, has been deleted from this document for copyright reasons

EDRS Price MF-$0.75 HC-$1.50

Descriptors—Anthropology, Behavioral Objectives, Conflict, *Culture, Economics, Geography, Grade 6, History, Inquiry Training, *Interdisciplinary Approach, Map Skills, *Middle Eastern Studies, Political Science, Religion, Resource Materials, Resource Units, *Social Sciences, Sociology, Teaching Methods

This sixth grade resource unit focuses on Middle East culture as seen through five areas of the social sciences: anthropology-sociology, geography, history, economics, and political science. Among objectives that the student is expected to achieve are the following: 1) given general information on the Middle East through the use of film, visuals, and artifacts, to set up hypotheses relating to religion, environment, technology, and life style; 2) to compare and contrast characteristics of the Middle Eastern major religions; 3) to identify on a map countries, major topographical areas, climate, bodies of water, and principal cities; 4) to see how man uses his environment in terms of his values, knowledge, and technology, and how this use has affected the standard of living, educational development, and domestic and foreign policy of the area; 5) to show how religious and other cultural differences, desire for

technological development and political power are the basis for conflict. Teaching strategies include questioning techniques, classroom discussion, individual and group activities, games and simulations. Behavioral objectives, instructional media resources, and teaching suggestions are provided. (Author/RM)

ED 088 777 SO 007 237
Nathan, Henry
Stable Rules: Science and Social Transmission. Studies in the Learning Sciences.
Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
Pub Date 73
Note—59p.
Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Ave., N. W., Washington, D. C. 20006 ($2.60)
EDRS Price MF-$0.75 HC Not Available from EDRS.
Descriptors—*Acculturation, Audiolingual Skills, Cognitive Development, *Cognitive Processes, Communication (Thought Transfer), Cultural Factors, *Educational Anthropology, *Language Development, Language Patterns, Language Typology, *Learning, Mnemonics, Neurolinguistics, Perception, Psychoeducational Processes, Psychophysiology, Recall (Psychological), Socialization, Thought Processes
Identifiers—*Social Transmission
In laying the groundwork for a co-operative scientific inquiry in the field of learning sciences the following five areas of access to the study are considered in this introductory inquiry statement: 1) genetic sociology (symbolic systems and early socialization); 2) experimental ethnography (the effect of literacy on the structure of skill and memory); 3) language and infancy (the child's contribution to linguistic change and stability); 4) ethnological studies (behavioural homologies); and 5) theoretical models of learning (artificial intelligence). Specific aspects of learning theory that are discussed include selection-recognition theories of learning; skills as the perception of differences and, as such, a basic feature of all cognitive processes; the "culture-specific" character of skills; the importance of phylogenetic studies; questions of stability in general; and the stable rules themselves. The exploratory nature of this introductory statement leads to the formulation of six areas readily available for further research. (JH)

ED 088 778 SO 007 238
Social Studies Curriculum Survey.
Research and Information Services for Education, Conshohocken, Pa.
Pub Date Feb 71
Note—13p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Admission Criteria, Bibliographies, *Curriculum Development, *Elective Subjects, Grading, Guidelines, Reports, *School Surveys, Secondary Education, *Social Studies, Teaching Techniques
Identifiers—*Pennsylvania
The report provides information concerning the variety and content of secondary social studies electives in Montgomery County, Pennsylvania. The main goal of the report is to encourage the exchange of ideas and curriculum information among educators. Questionnaires, inquiring about the social studies curriculum for grades 7-12, were mailed to the social studies coordinators of each of the twenty-one districts in Montgomery County. Responses were obtained from nineteen of the twenty-one school districts. Because of course offerings for grades 7-9 were found to vary little (the few exceptions are noted in the report), the study deals primarily with the many elective programs offered at the high school level. A list of social studies electives together with the school districts offering each elective is provided in Part I of the report. Part II discusses length of study and admission requirements. Marking systems and credit given for electives are included in Part III. The final part of the study presents instructional techniques. Listings of documents pertaining to secondary social studies which may be of interest to educators are provided. Curriculum guidelines are also included from the Regulations of the Pennsylvania State Board of Education. (Author/RM)

ED 088 779 SO 007 240
Social Studies Education, Kindergarten--Grade 12.
Virginia State Dept. of Education, Richmond. Div. of Secondary Education.
Pub Date 71
Note—51p.
EDRS Price MF-$0.75 HC-$3.15
Descriptors—Course Descriptions, *Curriculum, *Educational Policy, Elementary Education, Graduation Requirements, Kindergarten, *Program Descriptions, Secondary Education, Social Sciences, *Social Studies, State Laws, *State Surveys, Surveys
Identifiers—Local History
In 1971, the History, Government, and Geography Service of the Division of Secondary Education, Virginia State Department of Education, conducted a survey of social studies programs, kindergarten through grade twelve, in the fifty states. The responses from forty-one of the fifty states are presented in alphabetical order. For each grade level in each state social studies program, a title or description of course offering, the number of semesters, and requiring agency are listed. A general comment on each state program is accompanied by a note on course requirements in state history. (Author/KSM)

ED 088 780 SO 007 241
The Social Studies Curriculum in Virginia's Public Schools.
Virginia State Dept. of Education, Richmond. Div. of Secondary Education.
Pub Date Jul 73
Note—46p.
EDRS Price MF-$0.75 HC-$1.85
Descriptors—Course Descriptions, *Curriculum Development, Curriculum Guides, Educational History, Educational Objectives, *Educational Trends, Instructional Materials, Program Descriptions, *Social Studies, Surveys, Teacher Certification
Identifiers—*Virginia
A report on the social studies curriculum in Virginia is the result of a study of the social studies program, kindergarten through grade 12, undertaken over a four year period. Special focus was placed on the four following areas: proliferation of elective course offerings in social studies at the senior high level; course offerings at grades eight and nine; instruction concerning minority groups; and the instruction cycle in Virginian history, government, and geography. The initial objective was a re-evaluation of the scope and sequence of the social studies program. Concerns of particular interest to the study were subject matter content, grade placement of content, skill development, attitudes and concepts, citizenship education, multi-ethnic studies, environmental education, and training of teachers. Basic aims in social studies education, Virginian social studies education from 1870 to 1970, course offerings, social studies continuums, certification of teachers, instructional materials, curriculum guides and information materials, curriculum analysis, and professional services are all reported. (Author/KSM)

ED 088 781 SO 007 247
Pyykkonen, Maija-Liisa
[Pre-school Education.] Information Bulletin.
Finnish National Board of Education, Helsinki. Research and Development Bureau.
Pub Date Feb 73
Note—19p.; A few pages of this document will not reproduce clearly
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Comparative Education, Day Care Services, *Early Childhood Education, *Educational Change, Educational Experiments, Educational Research, Equal Education, Experimental Programs, Experimental Schools, Instructional Program Divisions, Kindergarten, National Programs, *Preschool Education, Preschool Evaluation, Preschool Learning, Preschool Programs, Social Change, Sociocultural Patterns
Identifiers—*Finland
This Information Bulletin contains an introduction and three articles on preschool education. The introduction notes the unsolved problem of providing care outside the home for children below the school age of seven, day care and preschool education being the alternatives considered. The first article "Pre-school Education in Finland" recounts circumstances which led to the appointment in 1970 of the Committee for Pre-primary Education to define and plan preschool education and describes the results of that committee's efforts. The second article, "The Preschool Experiment," describes a few early attempts at preschool education, made at the descretion of municipal school systems during the sixties, and preschool experimentation evolving from the mandate of the Committee for Pre-primary Education and utilizing the results of that earlier experimentation to define a year plan for curriculum to be developed under practical experiment conditions. The third article contains short summaries of research studies, combined with the experimentation programs to ascertain the effects of group size, duration of instruction, and supervision and control on the children's development. (JH)

ED 088 782 SO 007 248
Pyykkonen, Maija-Liisa, Ed.
About the Finnish Educational System. Information Bulletin.
Finnish National Board of Education, Helsinki. Research and Development Bureau.
Pub Date Mar 73
Note—23p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Comparative Education, *Educational Change, Educational Planning, Elementary Education, *Grade Organization, *Instructional Program Divisions, National Programs, Organization, *Organizational Change, Planning, Preschool Education, School Organization, School Planning, Secondary Education, Social Change, Teacher Education
Identifiers—*Finland, Nationwide Planning
This Information Bulletin discusses the general reform of the Finnish education system, necessitated by events of the sixties, which included a larger number of students leaving the Primary Schools after grade four to enter the secondary level, the failure of Primary Schools to meet demands of basic education, and the closing of rural Primary Schools concommitant with the need for new urban Primary Schools in response to changes in population patterns. The old system consisted of eight years of compulsory schooling, beginning at the age of seven, divided into six years of Primary School and two to three years of Civic School, which specialized according to local needs and on the basis of general, vocational, and pre-orientational education. Secondary schools consisted of a five grade lower section, the Middle School, and a three grade upper section, the Gymnasium. The new system will include preschool education and a Comprehensive School covering the elementary years, replacing Primary, Civic, and Middle Schools. Teacher training also will be reformed, taking place at the University within education departments rather than in training schools. (JH)

ED 088 783 SO 007 249
Pyykkonen, Maija-Liisa, Ed.
About Educational Innovations in the Senior Secondary Schools (Gymnasiums). Information Bulletin.
Finnish National Board of Education, Helsinki. Research and Development Bureau.
Pub Date 73
Note—16p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Comparative Education, Continuous Progress Plan, Course Organization, *Democratic Values, Educational Change, Educational Objectives, *Educational Research, Experimental Schools, Higher Education, *Instructional Innovation, Nongraded System, Schedule Modules, Scheduling, *School Administration, School Schedules, Secondary Education, Student Participation, Student Responsibility, Teacher Participation, Teacher Responsibility, Unit Plan
Identifiers—*Finland
Recent reform in Finnish elementary-level schools is affecting secondary and higher education as well. The five articles in this Bulletin describe some of the changes. "The Goals of School Democracy Reform" is a statement of educational goals: a democratic citizenry, educational planning coincident with national goals, the guarantee of democratic rights to all within the educational system, and increased student motivation. "School Democracy in Senior Secondary Schools" describes School Councils, established by Parliamentary legislation and

elected in each school by students and teachers with equal representation for each, to coordinate educational planning and classroom instruction. "Period Teaching" describes a scheduling innovation that allows for concentration and continuity of study on one subject. "The Non-Graded Senior Secondary School" is described as a three year experiment, yet to be completely evaluated, which permits students to pursue discrete subjects made up of units (courses) that are individually paced and allow for graduation by course rather than by grade level. "Research Project on Non-Graded Senior Secondary School" describes the progress of the research aimed at investigating what occurs and what directions are being taken within the two experimental senior secondary school programs. (JH)

ED 088 784 SO 007 250

Commissioned Research Work by National Board of Education 1971-73. Information Bulletin.

Finnish National Board of Education, Helsinki. Research and Development Bureau.

Pub Date May 73

Note—70p.

EDRS Price MF-$0.75 HC-$3.15

Descriptors—Abstracts, Achievement Tests, *Classroom Research, *Comparative Education, Educational Objectives, *Educational Research, *Foreign Countries, Foreign Students, Information Utilization, Language Arts, Language Instruction, Languages, Mathematics, Preschool Education, Program Effectiveness, *Research Utilization, School Surveys, Social Factors, Student Promotion, Teaching Methods

Identifiers—*Finland

English abstracts of fifty-five research projects commissioned by the National Board of Education in Finland between 1971 and 1973 are cataloged in this bulletin. The research reports are available from ten different centers listed in the front of the bulletin. The reports are listed consecutively based on an internal numbering system; abstracts follow in the same order. Among the wide variety of research topics are social influences on student performance, efficacy of mathematics texts, various aspects of foreign language instruction, goals and objectives in curricula, preschool instruction, teaching methods, language arts, achievement tests, and promotion. (JH)

ED 088 785 SO 007 252

Population and Human Rights, Education and Information.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 27 Dec 73

Note—18p.; Background paper for the World Population Conference, Symposium on Population and Human Rights (Amsterdam, 21-29 January 1974)

EDRS Price MF-$0.75 HC-$1.50

Descriptors—*Civil Liberties, *Educational Problems, Educational Trends, Enrollment Trends, Laws, Literacy, Literature Reviews, Mass Media, Population Education, *Population Growth, *Social Responsibility, Womens Education, *World Problems

A background paper for the Symposium on Population and Human Rights reviews the proceedings and resolutions of the United Nations Internal Conference on Human Rights of 1968, General Assembly resolutions, and relevant supporting statistics concerned with the relations of population and human rights. This information is organized into the following sections: 1) Human Rights and Law; 2) Rights and Duties; 3) Population Growth and Human Rights; 4) Effects of Rapid Population Growth on Education; 5) Education and Population Growth; 6) Communication Media and Population; and 7) Action to Promote Human Rights in the Light of Population Trends. (KSM)

ED 088 786 SO 007 253

Population Policy in World Population Year: Two Roads Diverging in a Narrow World. Proceedings of the International Youth Seminar: Role of Rich Nations in Population Year.

Coalition for Population Year, Washington, D.C.

Pub Date Mar 74

Note—20p.

EDRS Price MF-$0.75 HC-$1.50

Descriptors—Conference Reports, Consumer Economics, *Developed Nations, Developing Nations, *Development, Economic Development, Foreign Relations, Migration, *Policy Formation, Population Distribution, *Population Growth, Productivity, *World Problems, Youth Programs

Identifiers—*Worldmindedness

The proceedings of the International Youth Seminar propound policy recommendations for developed nations, a critique of a world plan of action, and a youth action program. The conference was part of the Coalition for Population Year functions attended by members of such organizations as Planned Parenthood, Zero Population Growth, and Environmental Action Foundation. The philosophy of the seminar recognized the need for an interrelated program of comprehensive medical care, economic self-help, and participation in policy making processes to arrive at the goal of a stationary world population. Proposed internal policies were formulated around production and consumption patterns, population growth and distribution, and sex roles. External policies focused on trade, multinational corporations, development assistance, international relations, migration, and research. The critique of these policies comments that the policies lack an orientation toward action; that public participation is not essential to the policies; and that the policies proffer insufficient recognition of responsibilities toward the Third World. Youth actions are directed toward the legislative processes. Addenda include a list of participants, specific action suggestions, a response to the Report of the Advisory Committee, and a minority opinion to the Report. (Author/KSM)

ED 088 787 SO 007 254

Rawcliffe, Michael

Historical Sources for Use in Schools. Occasional Paper #74-2.

State Univ. of New York, Stony Brook. American Historical Association Education Project.

Report No—Occas-Pap-74-2

Note—69p.

EDRS Price MF-$0.75 HC-$3.15

Descriptors—Audiovisual Aids, Diaries, Films, Folk Culture, Historiography, History, *History Instruction, *Instructional Materials, Learning Activities, *Primary Sources, *Resource Guides, Resource Materials, Resources, Simulation, *Social Studies, *Teaching Techniques, Visual Aids

This handbook of historical sources for use in the school includes suggestions, leads, and examples, which serve as springboards to other sources, encouraging the teacher to consider various ways in which original source materials might be used in an instructional setting. The following categories are used as one way of looking at primary sources: written sources, both official and personal; oral sources, including interviews and commercially produced historical records and tapes of spoken work, songs, and music; artifacts; visual sources, including maps, paintings, sketches, etchings, prints, cartoons, posters, photographs, and films; the landscape; names, including surnames, place names, and street names. An analysis of the nature of these categories and suggestions for their use is amplified by examples of sources in each category and illustrations of their application to the design of teaching strategies and learning activities. Appended are references to further source materials and their use. (Author/JH)

ED 088 788 SO 007 300

Downs, James F.

Understanding Culture: Guidelines and Techniques for Training. Trends, Volume 3, Number 2.

Hawaii Univ., Hilo. Center for Cross-Cultural Training and Research.

Pub Date Sep 70

Note—65p.

EDRS Price MF-$0.75 HC-$3.15

Descriptors—*Acculturation, *Cross Cultural Training, *Culture Contact, *Ethnocentrism, Foreign Culture, Games, Leaders Guides, Learning Activities, Non Western Civilization, Simulation, Sociocultural Patterns, Teaching Guides, Volunteer Training

An attempt to provide an alternative set of procedures for cross-cultural training aims at imparting skills which enable the Peace Corps Volunteer to make the necessary adjustment of his own behavioral style and to evaluate host country patterns more accurately, in order to facilitate communication across cultural barriers. The introduction provides a general framework for understanding culture generally as well as providing specific guidelines for discovering plausible alternatives, information gathering methods, and cultural and social dynamics. The first objective is to attack ethnocentrism by finding alternative, and equally plausible, solutions to problems. The exercises progress to the creation of experiences which serve as a basis for discussion of these alternatives, finally putting the trainee in an actual cultural experience without structure in order to allow the previous controlled experiences to aid his recognizing new cultural relevance and/or differences. The latter step is enhanced by a series of exercises in community involvement and country-specific activities, dealing with housing, job and personal experiences, as well as methods of obtaining information through newspapers, films and role-playing situations. References are included. (Author/KSM)

ED 088 789 SO 007 302

Sloan, Irving

The American Labor Movement in Modern History and Government Textbooks.

American Federation of Teachers, Washington, D.C.

Pub Date [74]

Note—53p.

Available from—American Federation of Teachers, AFL-CIO, 1012 14th St., N. W., Washington, D. C. 20005 (Item No. 598, $0.30)

EDRS Price MF-$0.75 HC-$3.15

Descriptors—*American Government (Course), *Collective Bargaining, Evaluation Criteria, High School Curriculum, Industrial Relations, Labor Conditions, Labor Force, Labor Legislation, *Labor Unions, Secondary Education, Surveys, Textbook Content, *Textbook Evaluation, Textbooks, *United States History

A survey of nineteen American history high school texts and eight government texts attempts to discover if schools are still failing to teach adequately about labor unions, their history, procedures, and purposes. For each text a summary account is provided of what the text has to say about labor in terms of a set of preestablished criteria. At the end of the review a distillation of all references to labor topics which appear in the text's index is included. This gives an approximate idea of the quantitative coverage of labor in the text; of the tone, emphasis and selections of topics dealt within the text's narrative; and of whether the labor topic is merely cited or listed, or whether it is analyzed and described. An introduction to the survey and review summarizes the labor events and terms regarded as basic to an adequate treatment of organized labor. The summary evaluation placed at the end of each text's review is based upon the extent to which the text included the items listed in a meaningful way for the student. The two major headings for the criteria are 1) labor history and 2) collective bargaining and labor disputes. The texts surveyed date from 1966 through 1973. (Author/KSM)

ED 088 790 SO 007 303

Clement, W. R.

Opportunities for Youth: Culture Design for an Unknown Culture.

Pub Date [74]

Note—15p.

EDRS Price MF-$0.75 HC-$1.50

Descriptors—Behavior Change, Change Agents, Cultural Environment, Educational Change, Educational Trends, Employment Opportunities, *Employment Programs, Federal Programs, Futures (of Society), Industrial Technology, Program Descriptions, *Social Change, Social Influences, Sociocultural Patterns, *Summer Programs, *Technological Advancement, Youth Employment, *Youth Programs

Identifiers—*Canada

In the summer of 1971, the Canadian federal government initiated a major youth program known as Opportunities for Youth (OFY). The program ostensibly provided summer jobs and activities for students. The contract designer reports on program design, activities, and implications for government and education. The designer's interest was an analysis of functional relationships between the rate of technological and social change and the rate of decreasing historical

authority, along with identification of societal trends in an era when educational methods are less and less capable of preparing students for discontinuity created by rapid change. Two projects in the OFY program displaying an exploratory behavior not generally reinforced by industrial society were a study of gull behavior in Newfoundland, and the creation of a child's environment called the Land of Mu. The composition of the gull project team scrambled conventional academic hierarchies and traditional professor-student relationships into a joint-learning experience with rotating scientific leadership. The Land of Mu's design environment was achieved through a breakdown of traditional relationships between students, professionals, professors, labor unions, and exhibition organisers. These projects are considered by the program designer as an aid to educators for recognizing the idea and nature of technological education. (Author/KSM)

ED 088 791 SO 007 304

Kranz, Susan

Evaluation of the Transcultural Seminar on Tradition and Change, on Values in the Twentieth Century.

Center for Urban Education, New York, N.Y.

Spons Agency—Jewish Theological Seminary of America, New York, N.Y.

Pub Date Oct 67

Note—91p.; Study conducted under contract with the Institute for Religious and Social Studies of the Jewish Theological Seminary

EDRS Price MF-$0.75 HC-$4.20

Descriptors—*Cross Cultural Studies, Evaluation Methods, Faculty, Group Dynamics, Higher Education, Intellectual Experience, *Interdisciplinary Approach, Interviews, Participant Involvement, Program Descriptions, Questionnaires, Relevance (Education), *Seminars, *Social Change, Student Attitudes, Student Experience, *Values

A seminar designed and conducted for foreign and American students entitled, "A Transcultural Seminar on Tradition and Change, on Values in the Twentieth Century," is described as an opportunity to relate individual experience and education to the contemporary scene. The seminar met during the academic year 1966-67 at bimonthly meetings of 25 participants discussing the topics of family, religion, Iroquois tradition, education in Harlem, physical science and technology, psychology, written tradition, the role and effect of the university, the individual in his society, and the arts. Half of the meetings were devoted to information and opinions presented by students, while the other half consisted of a presentation of a topic by an expert followed by group discussion. The features of the seminar and its members that are covered in the report are the students' backgrounds, attitudes, philosophies of life, reactions to the seminar, and recommendations for future seminars; the faculty's professional fields and contributions to the seminar; the participation of the members and their mutual relationships within the seminar; and the topics covered in the seminar and the manner in which they are discussed. Procedures of data gathering and findings are described. Conclusions and recommendations are followed by appendices on procedures and a bibliography. (Author/KSM)

SP

ED 088 792 SP 006 508

Mullennex, John M.

A Study of a Training in Helping Relationships Experience for Cooperating Secondary School Teachers and Its Effects Upon Selected Perceptions of the Teachers and Their Student Teachers.

Pub Date 73

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 1973)

EDRS Price MF-$0.75 HC-$1.50

Descriptors—*Cooperating Teachers, *Humanism, *Student Teachers, *Student Teaching, Teacher Educator Education

Sixty self-selected in-service secondary teachers, working in conjunction with the West Virginia University teacher education program, formed the population from which the experimental and control group samples were drawn for this study. Experimental group subjects actively participated in 14 hours of intensive training in helping relationships as cooperating teachers, over a two day period during the second week of the student teaching experiments. Control group subjects received no special training. Prospective teachers were randomly assigned, with respect to subject matter areas, to cooperating teachers in each group. The results of this study suggested that prospective teachers who participated in student teaching with cooperating teachers who were humanistically trained in helping relationships desired more praise and perceived more suggestions given from their cooperating teachers than those who participated with the control group. (JA/JB)

ED 088 793 SP 006 863

LeFevers, Victoria A.

Volitional Control of Heart Rate During Exercise Stress.

Pub Date [71]

Note—137p.

Available from—Dept. of Physical Education for Women, University of Iowa, Iowa City, Iowa 52240 (No price quoted)

Document Not Available from EDRS.

Descriptors—Behavior Change, Conditioned Stimulus, *Conditioning, *Exercise (Physiology), Feedback, *Heart Rate, *Operant Conditioning, Videotape Recordings

Thirty five volunteer college women were divided into three groups to determine if heart rate could be conditioned instrumentally and lowered during exercise stress on the treadmill. The three groups were a) experimental group I, 15 subjects who received instrumental conditioning with visual feedback; b) instrumental group II, 9 subjects who received instrumental conditioning with no visual feedback; and c) control group, subjects who received no conditioning. All experimental subjects received ten days of instrumentally conditioned learning. The criterion of learning was the lowering of the heart rate 10% of the resting heart rate on three of the four trials presented each day for two consecutive days, while in the resting position. After the conditioning period, the conditioned stimulus for heart rate lowering was presented to all subjects in each of the three groups upon four levels of exercise stress: a) heart rate 100-120 bpm, b) 120-140 bpm; c) 140-160 bpm; d) 160-180 bpm. Analysis of the variance and Duncan's Multiple Range Test yielded significant differences between experimental group I and the control group at all levels, and between experimental group II and the control group at each level except 100-120 bpm. It was concluded that volitional control of heart rate may be successfully accomplished under exercise stress. Control of the heart rate in a resting state appears to transfer and facilitate heart-rate lowering under exercise stress. (Author)

ED 088 794 SP 007 579

The Division of Teacher Education, School of Education.

Indiana Univ., Bloomington.

Pub Date Nov 73

Note—279p.

EDRS Price MF-$0.75 HC-$13.80

Descriptors—*Educational Change, General Education, *Interdisciplinary Approach, Language Arts, Performance Criteria, Reading Instruction, *Schools of Education, *Teacher Education, *Teacher Programs

Identifiers—*Distinguished Achievement Awards Entry, Project RELATE

To improve the quality of teacher education, the School of Education at Indiana University completed a reorganization effort that resulted in the Division of Teacher Education. Initially supported by an institutional grant from the U.S. Office of Education, along with a reallocation of funds within the school, the division was structured to meet these goals: a) to effect a major modification of the structural and programmatic elements of the professional training sequence in the School of Education; b) to increase direct participation of arts and sciences and other university personnel in professional training programs and to increase modifications of course sequences in arts and sciences to reflect professional training needs; and c) to reconceptualize the role of local educational authorities, teacher associations, and community agents and agencies in the education of teachers. In addition to a general program description and reorganization committee report, this document includes the following separate booklets: a) "1972-73 Evaluation Summary"; b) "Project RELATE: Operationalizing a Process to Reading/Language Arts Teacher Education"; c) "RELATE Competencies and Enablers Statement"; d) "Project RELATE: An Identification and Test of Some Propositions Regarding the Preparation of Teachers"; e) "Guidelines for the Statement and Assessment of Student Competencies"; and f) "Efficacy of Ad Hoc Service." (JA)

ED 088 795 SP 007 583

Distinguished Cooperating Teacher Program.

Chicago State Univ., Ill.

Pub Date Nov 73

Note—29p.

EDRS Price MF-$0.75 HC-$1.85

Descriptors—*Cooperating Teachers, *Inservice Teacher Education, Professional Training, Student Teacher Relationship, Student Teaching, *Teacher Supervision, Teacher Workshops, Workshops

Identifiers—Distinguished Achievement Awards Entry

The Distinguished Cooperating Teacher Program at Chicago State University was developed to train cooperating teachers to supervise student teachers. The program departs from traditional practice by changing the roles of the classroom teacher and the university field supervisor. The supervisor's role becomes that of coordinator while the teacher assumes the supervisory role. Cooperating teachers and their assigned teacher candidates participate in a pre-student teaching workshop which is based on an analysis of the unique, and sometimes stress-filled, relationship between the two team members. The workshop has as its aim to enhance communication and interpersonal perceptions in addition to providing opportunities to communicate about forthcoming classroom procedures and objectives. Monthly seminars allow for discussion of progress and problems during the student-teaching experience. This program has been found to provide a) superior supervision because the student-teacher ratio is one-to-one, b) more direct involvement of the public school in the teacher preparation effort, and c) financial savings for the university. (Related documents are SP 007 584 and SP 007 585.) (Author/DDO)

ED 088 796 SP 007 641

Levien, Roger And Others

Methods for Managing Practice-Oriented Research and Development.

Rand Corp., Santa Monica, Calif.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Report No—WN-7677-HEW

Pub Date Nov 71

Note—105p.

EDRS Price MF-$0.75 HC-$5.40

Descriptors—Agencies, *Educational Administration, *Educational Development, *Federal Government, *Research, *Research and Development Centers

Identifiers—*National Institute of Education, NIE, NIE Archives

This document contains descriptions of the methods used by three government agencies (National Institute of Mental Health, the U.S. Department of Agriculture, and the Office of Economic Opportunity) in managing practice-oriented research. Each agency is treated separately, with a presentation of the steps that its managers and researchers actually take in managing research activities. The descriptions were obtained by interviewing managers and other staff personnel in these agencies and interpreting their responses. The document is divided into an introduction and three sections for the three agencies. In the Department of Agriculture section, the main discussion centers on Cooperative Research Service paradigms. The National Institute of Health section focuses on the activities of applied research, coordinating centers, funded centers, and research and development. The shorter section on the Office of Economic Opportunity consists of an overview, summary, and description of activities. (JA)

ED 088 797 SP 007 643

Davis, Robert

Program Proposal for Improving the Quality of Educational Experiences.

National Inst. of Education (DHEW), Washington, D.C.
Pub Date Dec 71
Note—66p.
EDRS Price MF-$0.75 HC-$3.15
Descriptors—*Educational Environment, *Educational Experience, *Educational Improvement, Educational Objectives, Educational Problems, Open Education, *Program Proposals
Identifiers—*National Institute of Education, NIE, NIE Archives
This document considers the image of schools as "a world apart" and the subsequent question, "What if we teach these young people the wrong thing?" The author discusses many of the questions and problems that exist in this separate world of schools: problems of administration, the innovative process itself, the open education controversy, what students study, and the isolation of education from the everyday world. Nine target areas for educational improvement are listed, with some suggested programs for each area: a) "Identifying Where We Are Now and What We Can Build on: 'The National Inventory of Quality Resources'"; b) "Clarification of Basic Conceptualization Problems"; c) "Building a Stronger Base Theory"; d) "Building on and Strengthening the Craft"; e) "Integrity of the Content and of the Total Experience"; f) "Remedying the 'Isolation from Consumers'"; g) "Coping with the 'Diversity Gap'"--diversity of goals and schools and diversity among types of people; h) "Questions of Organizational Structure"; and i) "The Process of Innovation." (JA)

ED 088 798 SP 007 644
Wirt, John
A Comparison of R&D Systems in Agriculture, Education, and Health.
Rand Corp., Santa Monica, Calif.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.
Report No—WN-7541-HEW
Pub Date Sep 71
Note—120p.
EDRS Price MF-$0.75 HC-$5.40
Descriptors—Agriculture, Comparative Analysis, *Educational Development, *Educational Research, Health, *Research, Research and Development Centers
Identifiers—*National Institute of Education, NIE, NIE Archives, Research and Development Systems
This analysis compares the efforts devoted to research and development (R&D) in education with those devoted to R&D in health and agriculture. Specifically, it characterizes the size and institutional arrangement of the educational R&D community and compares it on a common basis with the agricultural and medical R&D communities. The analysis is structured around performance in man-years of effort by institutional setting and sponsorship in dollars by institutional setting. The results indicate that, as compared with agriculture and health, research and development in education has the following characteristics: a) it has a much smaller proportion of the total value of production; b) it is sponsored almost entirely by the federal government; c) it is performed in much greater proportion at universities; and d) it is not performed by federal agencies. The report does not argue for more educational R&D but for a determination of the structural similarities and differences which exist in the agriculture, education, and health R&D systems as a preliminary to the ultimate objective of knowing how to improve systems for conducting R&D. (Included are appendixes of related charts and tables and a bibliography.) (Author/JA)

ED 088 799 SP 007 645
Leiberman, Arnold
Cost Models for Educational R&D Projects.
Rand Corp., Santa Monica, Calif.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.
Report No—WN-7681-PR
Pub Date Nov 71
Note—67p.
EDRS Price MF-$0.75 HC-$3.15
Descriptors—Cost Effectiveness, *Costs, Educational Development, *Educational Research, *Guidelines, *Models, *Program Costs
Identifiers—*National Institute of Education, NIE, NIE Archives
This analysis of 1,200 educational research and development projects taken from the U.S. Office of Education's "Current Project Resumes, July 1970" was made to determine the crucial objectives or activities which have a direct effect on project costs, as part of the planning for the National Institute of Education. Projects were categorized according to the kind of output: theoretical, analytical, and experimental studies; surveys; evaluations;developmental projects; training programs in educational research; conferences, workshops, and symposiums; and research and development centers and regional laboratories. Categories were divided into subgroups according to project cost and were subsequently analyzed for common cost-differentiating characteristics. Flow charts using sequential questions were developed for sorting the projects into their appropriate cost groups. Eight percent of the projects studied did not fit the classification scheme; that is, they were sorted into one group on the basis of their cost and into a different group on the basis of their descriptive characteristics. The classification scheme is limited by the accuracy of the data reported in the project resumes with regard to a) adequacy of funding level, b) quality of investigator or project outcome, and c) amount of supplementary funding from sources other than the Office of Education. (HMD)

ED 088 800 SP 007 647
Knox, Holly
A History of Educational Research in the United States.
Pub Date Sep 71
Note—17p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Educational Development, *Educational History, *Educational Legislation, Educational Policy, *Educational Research, Research and Development Centers
Identifiers—*National Institute of Education, NIE, NIE Archives, Research and Development History
This paper is a historical overview of the educational research and development setting that has been inherited by the National Institute of Education. The author identifies four major periods: a) the emergence of education as a field of study (1855-1895); b) the period of empiricism (1895-1938); c) the assumption of a pragmatic orientation; and d) the emergence of a major role for the federal government. During the first period, curriculum reformers relied upon European ideas, and the federal government collected and disseminated data. Changes based on scientific investigation and controlled experiment marked the second period, which was highlighted by the founding of John Dewey's laboratory school at the University of Chicago and the rise of education as a field of graduate study. The period from 1938 to 1954 saw the decline of research in education caused mainly by economic depression and the gradual separation of education from other areas in the arts and sciences. The Cooperative Research Act, passed by Congress in 1954, marked the beginning of a major federal role in education. In 1965, amendments to the Cooperative Research Act made possible the organization of a network of research and development (R&D) centers. Rapid growth and proliferation of responsibility for the sponsorship of R&D programs have characterized educational history since 1965. (HMD)

ED 088 801 SP 007 648
Cyphert, Ted And Others
Some Priorities for Research and Development in Teacher Education (A Planning Report for the National Institute of Education).
National Association of Colleges and Schools of Education in State Universities and Land-Grant Colleges.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Planning Unit.
Pub Date Jan 72
Note—12p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Educational Coordination, *Educational Development, *Educational Planning, *Educational Research, Operations Research, *Policy Formation, *Research Utilization
Identifiers—*National Institute of Education, NIE, NIE Archives
This synopsis of a symposium on priorities for research and development in education was intended as a planning report for the National Institute of Education. The members of the symposium suggested that the following research and development efforts be undertaken: a) an analysis of the data base for teacher education; b) an analysis of the difference between the standard practice and the best practice of teacher education; and c) the development of a concise, systematic terminology to describe teacher education so that research and development priorities may be set and projects carried out in ways that encourage conceptual understanding and information exchange. It was recommended that the National Institute of Education perform the following functions: a) the packaging and dissemination of research and development products; b) the pilot testing of programs before they are implemented on a national basis; c) the clarifying of the roles of the teaching profession, universities, and federal agencies in national policy setting and implementation; and d) the long-range futuristic planning for research and development efforts. (HMD)

ED 088 802 SP 007 649
Benson, Charles S. And Others
Final Report of Research Priorities for Fundable Projects of the National Institute for Education.
California Univ., Berkeley.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date Dec 71
Note—97p.
EDRS Price MF-$0.75 HC-$4.20
Descriptors—Agency Role, *Educational Research, *Federal Government, *Government (Administrative Body), *Research Proposals
Identifiers—*National Institute of Education, NIE, NIE Archives, Research Priorities
The stated central theme of this report is that the National Institute of Education give first priority to questions of efficiency in the supply of educational services. A tripartite definition of efficiency is proposed and explained: economic, technological, and social. The report is organized around discussions of some impediments to the realization of these three efficiencies. For each impediment or obstacle to the achievement of a particular kind of efficiency, there is a discussion of why the obstacle is a problem and what kinds of research have been or are currently being done with respect to the problem. New kinds of research or experimentation are proposed which might provide policy makers with guidelines for reducing the obstacles to these efficiencies. The final section coordinates the proposals and indicates research items that are of the highest priority: research and experimentation in decentralized decision making, assessment of institutional and classroom efficiency, development of a federal research school, experimentation and evaluation of complimentary services. (JA)

ED 088 803 SP 007 652
Mason, Ward S.
Issues Related to the Transfer of the R&D Center and Educational Laboratory Programs to the National Institute of Education.
National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Pub Date Jul 72
Note—45p.
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*Administrative Agencies, *Administrative Problems, *Agency Role, Educational Administration, Educational Legislation, *Educational Policy, Federal Programs, Governance, *Research and Development Centers
Identifiers—*National Institute of Education, NIE, NIE Archives
This paper highlights some of the issues concerning the transfer of Research and Development (R&D) Centers from the Office of Education to the National Institute of Education (NIE). The problems of transition to the new policy and organization are discussed with regard to program objectives and management and problems associated with implementing fiscal year 1973 (FY 73) funding requirements. The issues considered in relation to program objectives are a) the need for specialized R&D centers; b) the maintenance of a special relationship between NIE and R&D centers; c) NIE support of improvement in R&D management and technology; and d) achievement of a balance in policy conflicts regarding flexibility vs. continuity, mission focus vs. conglomera-

tion, and research vs. development. Program management issues discussed are a) coordination of policy implementation; b) completion of design of the assessment system for the new policy; c) budgeting, organization, and management of product dissemination; and d) the requirement that universities cost share in the support of R&D centers. Problems of implementing the FY 73 funding requirements are identified as being concerned with: a) consistency between funding recommendations and program policy, b) the negotiation process, c) contract/grant terms and conditions, and d) the increased cost of the new policy. The author concludes that FY 73 should be considered a year of transition during which NIE carefully and deliberately moves to establish a lasting program. (HMD)

ED 088 804 SP 007 695

Becker, Jim

National Education Association Meeting Paper. (Draft).

Pub Date Jun 72

Note—10p.

EDRS Price MF-$0.75 HC-$1.50

Descriptors—*Conference Reports, *Cooperative Programs, Discussion Experience, *Education, Educational Trends, *Federal Government, *Professional Associations, Teacher Participation

Identifiers—National Education Association, *National Institute of Education, NIE, NIE Archives

This document is an abstract of a joint meeting between National Institute of Education (NIE) and National Education Association (NEA) staff. The document is organized around four ideas discussed at the meeting. The first is the political constituency for NIE; that is, the program of NIE must be made relevant and visible to educational practitioners. The second is the idea of the teacher craftsman: as teachers know more about teaching than anyone else, there should be an organized effort to identify "the great craftsman teacher" and devise mechanisms to get at and replicate this craftsmanship. It is added that teacher involvement would be more readily achieved if it were made a part of U.S. Office of Education guidelines. The third idea presented, teacher participation in NIE, is based on the belief that teachers represent a great pool of expertise. It is proposed that teachers recognized by their peers be considered for membership on a "council of instruction." Finally, possible NIE-NEA cooperation is discussed. Two activities are particularly considered: a) creating a new position of "instructional ombudsman"--a teacher given administrative preparation by both NEA and NIE to move back into a school district, preferably the one from which he or she came--and b) providing teachers with information on what kinds of resources are available to accomplish a particular type of learning. (JA)

ED 088 805 SP 007 721

A Program for the National Institute of Education (A Report of the PSAC Panel on Educational R&D).

President's Science Advisory Commission, Washington, D. C. Panel on Educational Research and Development.

Pub Date 30 Dec 72

Note—27p.

EDRS Price MF-$0.75 HC-$1.85

Descriptors—*Educational Development, *Educational Improvement, Educational Objectives, Educational Opportunities, Evaluation Techniques, Experimental Schools, *Government Role, Individual Needs, *Student Needs

Identifiers—*National Institute of Education, NIE, NIE Archives

This document, a 1970 report from the President's Science Advisory Council's Panel on Education Research and Development, presents suggestions concerning ways of organizing the program of the newly founded National Institute of Education (NIE). This report is concerned only with the organization of the research and development program itself. The suggestions are organized into three divisions. These divisions, with some of the points discussed in each, are as follows: a) Improving Educational Opportunity for the Individual Student--use of language, learning and curriculum development, social interactions as they relate to the individual student, aid to deprived children, opportunities for the gifted, education of school staff; b) Improving the Social Organization of Learning--competitive schools, experimental schools; and c) Educational Goals, Standards and Evaluation--evaluation of "natural" experiments, evaluation of long-term objectives of schools, evaluation of broad standards of student development, investigation of the effects of tests on education, the national assessment, and dissemination. An appendix includes a comparison between the suggestions of this report and the proposal for NIE of Roger E. Levien. (JA)

ED 088 806 SP 007 761

Andrews, Theodore

Its Wisdom and Its Folly. [Competency-Based Teacher Education].

Pub Date [74]

Note—15p.

EDRS Price MF-$0.75 HC-$1.50

Descriptors—*Performance Criteria, Performance Tests, *State Departments of Education, State Standards, *Teacher Certification, Values

Identifiers—Competency Based Certification

This paper discusses factors related to the development of a good state competency-based certification system in order to make educational reforms which are compatible with a localized value system. One factor is the leadership positions of state certification personnel that enable them to become instrumental in making certification policies by giving them opportunities to promote far-reaching reforms in education. Two different philosophies of education reform are then discussed--democratic localism and insipient democracy, the latter having been followed by most state education agencies. However, the competency movement should change this since it is an attempt to alter the locus of authority within the education system. A new type of teaching exam, designed to provide information relevant to interests of the clients such as teacher education, retention, and promotion, is another factor. The exam would be weighted so that each client could establish the profile desired; it would consist of over 40 modules in four broad categories. Film episodes to test the candidates' ability to see and understand what is going on in the classroom are also suggested. Finally, the paper recommends that a diversified and localized value system should be established to relate to the public's expectations for schools. States should support a certification system that expects diversity and challenges all to meet the highest level of accomplishment. State standards should never be rigid and procedures should be revised yearly based on constant feedback. (PD)

ED 088 807 SP 007 766

Hurst, Joe B.

Discovery Teaching and Increased Student Motivation.

Pub Date [72]

Note—16p.

EDRS Price MF-$0.75 HC-$1.50

Descriptors—Activity Learning, *Demonstrations (Educational), *Discovery Learning, Student Attitudes, *Student Motivation, *Teaching Methods

This study was undertaken to demonstrate the effectiveness of utilization of discovery learning episodes with four different treatment groups: one seventh-grade history class; two preservice education classes (elementary and secondary); and an in-service teacher workshop. The discovery episodes consisted of readings, large- and small-group discussions, individual and group projects, and role playing of the project outcomes. Pre- and post-instruction interest level measurements were administered. Significant differences were found between each group's initial and postinstructional interest level. Subjects favored the use of a wide variety of activities and resources and agreed that the group discussion and role playing aspects of the discovery episodes were most effective. The results of the study support the hypotheses that a) discovery learning produces increased interest and involvement in the content to be learned; b) utilization of a wide variety of resources and activities can be an effective tool for maintaining a high level of student interest; and c) teachers may be able to improve the overall effectiveness of student learning through discovery learning techniques. From the results of this study, it appears that properly employed discovery episodes may improve the psychological, affective, and social dimensions of the classroom. The study report includes five appendices and a brief bibliography. (HMD)

ED 088 808 SP 007 770

Axford, Barbara E. And Others

A New Emphasis on Affective Training.

Pub Date [72]

Note—12p.

EDRS Price MF-$0.75 HC-$1.50

Descriptors—Affective Behavior, Counseling Effectiveness, *Counseling Instructional Programs, Counselor Attitudes, *Counselor Training, Self Actualization, Self Concept

The affective training component of the counselor education program at the University of Houston is described in this report. The goals of the affective training program are to enable the student to improve his self-awareness through self-exploration and to improve the effectiveness of his professional and interpersonal behavior. Implicit in the approach of the training program are the basic assumptions that a) counseling effectiveness can be enhanced through increasing effectiveness in a general interpersonal setting; b) self-awareness augments interpersonal effectiveness; c) people have a need for insight into human behavior; and d) learning is reciprocal. The goals of the program are achieved through the following procedures: a) student-faculty retreats, b) psychological assessment tests and feedback sessions, c) affective learning modules, and d) video tape feedback. Evaluation of student performance in module activities and video tape sessions is accomplished through both subjective and objective assessment. (HMD)

ED 088 809 SP 007 772

Redwine, Judith A.

A Follow-Up Study of 1967-1972 Division of Education Graduates of Indiana University at South Bend.

Indiana Univ., South Bend. School of Education.

Pub Date Jan 74

Note—55p.

EDRS Price MF-$0.75 HC-$3.15

Descriptors—College Graduates, *Graduate Surveys, Program Evaluation, Questionnaires, Tables (Data), *Teacher Education

The objectives of this study were to collect general background information from all persons who had received degrees through Indiana University at South Bend's Division of Education during the years 1967-72 and to obtain an evaluation of the division's teacher education program from these same persons. The teacher education program consisted of four degree areas: undergraduate elementary education, undergraduate secondary education, graduate elementary education, and graduate special education. Questionnaires were sent to all of the 860 persons who had graduated between 1967 and 1972; responses were received from 637 graduates. Findings of the survey are presented in 24 tables in this document. A discussion of the findings is also included. A copy of the questionnaire sent out to the graduates is appended, along with copies of the cover letters from the mailings. (DDO)

ED 088 810 SP 007 775

Tull, Michael J. Hatley, Richard V.

Effects of Organization Development Training for Teachers on Teacher Effectiveness and Teacher-Student Relationships.

Pub Date Apr 74

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, April 15-19, 1974

EDRS Price MF-$0.75 HC-$1.85

Descriptors—Behavior Change, *Effective Teaching, *Organizational Development, *Student Teacher Relationship, Teacher Rating

An experimental framework was developed to determine whether organization development training has any effect on teacher effectiveness and teacher-student relationships, as measured by student perceptions. Students and their teachers in a private vocational/technical school were grouped into one experimental and two control groups, with the experimental group of teachers receiving organization and development training. The 240 students were surveyed using pretest and posttest forms of the Relationship Inventory and the Pupil Rating of Teacher Scale. Data were analyzed using 3x2 factorial analysis of variance for repeated measures. Results indicated that the educational system's instructional function can be improved through the application of behavioral science. (Author)

ED 088 811 SP 007 778
Seagren, Alan T.
Design for Effective Staff Development.
Pub Date Apr 74
Note—33p.; Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, April 15-19, 1974
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*Behavior Change, Educational Research, *Inquiry Training, Skill Development, Student Teacher Relationship, *Teacher Education, Teacher Role

This paper presents a model for designing an effective staff development program. The rationale, philosophy, and instructional design utilized in the instructional Staff Development (ISD) program provides the basis for the design presented. The ISD program was conceptualized, developed, pilot tested, and field tested as a cooperative research project of the Mid-continent Regional Educational Laboratory located in Kansas City, Missouri and the University of Nebraska-Lincoln's Teachers College. It was designed to avoid some of the common criticisms of in-service programs and to utilize the best information available to create a climate of change. Each component of the program was designed with the following sequential elements: sensitization, instruction, practice, implementation, and assessment. (Author/DDO)

ED 088 812 SP 007 779
Waters, Betty H.
Role Expectations of the College Supervisor of Elementary Student Teachers in the State of Georgia.
Pub Date 73
Note—42p.; Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, April 15-19, 1974
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*College Supervisors, Cooperating Teachers, *Practicum Supervision, Principals, Questionnaires, *Role Perception, Student Teachers, *Student Teaching

A questionnaire was administered to student teachers, supervising teachers, principals, and college supervisors to ascertain functions which were actually performed and those most desired by the respondents with regard to the role of the college supervisor. The respondents were participating in student teaching experiences in the state of Georgia during winter quarter 1973. The results indicated the actual performance to be significantly below the desired role. Arrangement of the item means resulted in a hierarchy of functions which were in the counseling domain. Respondents desired more assistance with instructional tasks than they received. Appended is the College Supervisor's Activities Questionnaire used in the study. (Author/DDO)

ED 088 813 SP 007 780
Howard, Pierce Arlin, Marshall
The Effect of Organizational Development on Teachers' Perceptions of Working Environment.
Pub Date Apr 74
Note—35p.; Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, April 15-19, 1974
EDRS Price MF-$0.75 HC-$1.85
Descriptors—Feedback, *Leadership Training, *Organizational Development, *Principals, Student Teacher Relationship, Summer Workshops, *Teacher Administrator Relationship, Teacher Workshops

Twenty-six principals from schools in North Carolina participated in five days of leadership training. They then participated in a 2-week staff development workshop within their own schools but met together again for leadership analysis after the end of each day's staff session. A faculty environment survey was administered to all staff before and after the sessions. The resulting teacher perceptions of their working/teaching environment were discussed in terms of the organizational development model used. Appended are the various questionnaires, attitude inventories, and scales used during the survey. (Author/DDO)

ED 088 814 SP 007 781
Rose, Norman M.
Partners in Urban Education: Working as an Aide in an Inner-City School.
Pub Date 73
Note—60p.
Available from—Silver Burdett Division, General Learning Corporation, 250 James Street, Morristown, New Jersey 07960 ($1.38)
EDRS Price MF-$0.75 HC Not Available from EDRS.
Descriptors—Inner City, Manuals, Nonprofessional Personnel, *Paraprofessional School Personnel, *School Aides, School Community Relationship, Skill Development, Teacher Aides, *Urban Education

The series "Partners in Urban Education" focuses on the most important resource available to the urban school and community-people. Parents, paraprofessionals, teachers, and principals are recognized as equal partners in the education of the urban child. The series contains one handbook for each of these partners; this document comprises the handbook for paraprofessionals. It seeks to help the school aide think about his job; answer questions about it; and assist teachers, administrators, and others in educating children. Topics covered include knowing what the aide has to offer to the school, working in a school situation, bringing school and community together, learning new skills, and preparing for greater responsibility. (DDO)

ED 088 815 SP 007 784
A Prevention-Intervention Model for Students' Learning and Behavior Problems. Final Report of Subcontracted Services for Planning, Program Consultation, Teacher Training, and Research and Evaluation.
Nashville - Davidson County Metropolitan Public Schools, Tenn.; Tennessee State Dept. of Mental Health, Nashville. Child and Youth Development Inst.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Tennessee State Dept. of Education, Nashville.
Report No—71-0007-0-1
Pub Date Nov 71
Note—243p. Prepared by the Tennessee State Department of Mental Health in cooperation with Metropolitan Nashville - Davidson County Schools
EDRS Price MF-$0.75 HC-$11.40
Descriptors—*Behavior Problems, *Inservice Teacher Education, Institutes (Training Programs), Models, *Prevention, *Programed Instruction, Program Evaluation, *Student Problems, Teacher Education
Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Tennessee, *Tennessee Re Education Institute

The project detailed in this document was for the planning of an operational proposal which would allow the testing, in public school classrooms, of selected elements of the Tennessee Re-Education Institute's residential program designed for work with students having learning and behavior problems. The material in this document includes a statistical report, progress and activity report, evaluation report, and dissemination report. Also included are the results of planning activities pursuant to the implementation of the project. The planning activity results are divided into a summary report of training activities and their evaluation and evaluation materials developed for the ongoing, total project as implemented in the schools. Training module information is contained in Appendix A. The training modules are subdivided into eight "program modules" with each training module outline preceded by the vita of the program consultant responsible for that program module. Appendix B presents the list of prepared video tapes and their accompanying video guides. Appendix C contains the multiple choice items prepared during the planning grant period for each module area with the exception of the Behavior Management and Programming modules. (JA)

ED 088 816 SP 007 785
Information Bulletin. Symposium on Research and Reform in Teacher Education, Bristol (England), April 8-13, 1973.
Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.
Report No—IB-3-73
Pub Date 73
Note—98p.
EDRS Price MF-$0.75 HC-$4.20
Descriptors—Conference Reports, *Educational Change, Educational Research, Educational Technology, Educational Theories, *Symposia, *Teacher Education

Part one of this two-part document contains a report on the Consultative Assembly of the Council on Cultural Cooperation together with reports on the following meetings held at the annual assembly: Higher Education and Research, General and Technical Education, Out-of-School Education and Cultural Development, and Educational Documentation and Research. Part two contains the texts of presentations from the Symposium on Research and Reform in Teacher Education held at Bristol, England, in April 1973, including "-Teacher Education--Research and Change"; "Theories of Learning and Teacher Education"; "Is Teacher Training Really Any Use?"; "From Studying Education to Teaching a Class: Problems of Transition"; "The Technology of Teacher Education"; and "Retrospects and Prospects in Teacher Training Education." (JA)

ED 088 817 SP 007 786
Galler, Wayne H. Toney, Myrna M.
Benefits Accruing for the Teaching Profession Via University - Public School Partnership.
Pub Date [74]
Note—22p.; Figure 1 will not reproduce clearly
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Beginning Teachers, Effective Teaching, *Field Experience Programs, Inservice Teacher Education, Interinstitutional Cooperation, Practicums, *Preservice Education, *Teacher Centers, *Teacher Education

Four components comprise the elementary education program offered at Illinois State University in cooperation with the Peoria Public School System. Three components familiarize the student with curricula in arts, communication, and the natural and social sciences. The fourth segment of the program is a full-semester clinical experience at the Peoria Teacher Education Center. The center program attempts to provide a wide array of experiences which promote the academic, professional, and community awareness growth of the student through: a) an exposure to the community and the total school district operation; b) observation, participation, and miniteaching at all elementary grade levels; c) completion of an 11-week period of student teaching; d) the integration of academic course work with actual daily involvement with schools; e) an extensive exploration of what constitutes teaching; and f) the development of a broad repertoire of teaching skills. The success of the program is apparent from the results of a study which show that a higher percentage of graduates of this program secure employment than do graduates of regular teacher training programs offered at Illinois State University. (HMD)

ED 088 818 SP 007 787
Davies, Don
Citizen Participation in Education: Annotated Bibliography.
Institute for Responsive Education, New Haven, Conn.
Pub Date 74
Note—168p.
Available from—Institute for Responsive Education, 70 Sachem Street, New Haven, Conn. 06520 ($3.00)
EDRS Price MF-$0.75 HC-$7.80
Descriptors—*Citizen Participation, *Community Involvement, Decision Making, *Education, Educational Accountability, *Governance, Policy Formation

The emphasis in this annotated bibliography is citizen participation in education in the areas of decision making, policy development, and school governance. The focus is on the public school and school system rather than on private and parochial schools. One hundred fifty books, parts of books, and published reports are annotated, together with 250 periodical articles. Material was culled from searches of "Education Index," "Readers Guide," and the ERIC files. The references are arranged in 10 sections: Theoretical Background, Community Action, School Problems, School Politics, Community Control and Citizen Advisory Committees, Community Schools, Administration and Accountability, Guides for Citizens, Bibliographies and Books, and Dissertations (a listing without annotations). (JA)

ED 088 819 SP 007 788
McIntyre, Lonnie D.
The Unique Variables of the Lansing Teacher Corps.
Pub Date 4 Mar 74

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, April 15-19, 1974
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Bilingual Teachers, Cooperating Teachers, Cultural Differences, Ethnic Groups, Evaluation Techniques, *Individual Characteristics, *Internship Programs, *Program Descriptions, Program Evaluation
Identifiers—Corwin (Ronald), Lansing Teacher Corps, *Teacher Corps
This paper both corrects and expands on the work of Corwin and his colleagues in "Reform and Organizational Survival: The Teacher Corps as an Instrument in Educational Change." It is the author's contention that, by analysing variables that are common to all 10 programs discussed in that study and ignoring those that are unique to the individual programs, only part of the picture from which an assessment of the programs can be made could have been presented. He then presents a brief condensation of those unique variables of the Lansing Teacher Corps that are independent of the common variables as identified by Corwin. These variables are grouped according to program, personnel, and administrative variables. Personnel variables listed are a) the ethnic composition of interns, b) the socioethnic composition of interns, c) the age composition of interns, d) the value and cultural differences between teacher and intern, and the attitude of cooperating teachers. Program variables are a) the undergraduate nature of the program, b) the need for teachers with bilingual skills, and c) community and school district involvement in Teacher Corps programs. Michigan State's concern for competency-based teacher education is included as an administrative variable. (JA)

ED 088 820 SP 007 790
Carriker, M. Don Moore, Arnold J.
The Futility of Educational Research in Curriculum Development.
Pub Date 74
Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Ill., April 15-19, 1974
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*Attitudes, Curriculum Development, *Educational Research, *Educational Researchers, Research, *Teacher Attitudes
The attitude of public school teachers, educational researchers, and "outstanding" teachers towards educational research was examined and compared. Attitude was theoretically identified as one factor which can impede communication. A validated instrument was administered to a random sample of each population. A simple ANOVA (analysis of variance) justified a set of orthogonal contrasts, which indicated that teachers, "in toto," have a less positive attitude toward the referent than do researchers and "outstanding" teachers. The evidence suggests that interested persons should propose strategies to improve the teacher's attitude towards educational research. (Author)

ED 088 821 SP 007 791
Clements, Millard
Alternatives in Teacher Education.
Pub Date Apr 74
Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, April 15-19, 1974
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Definitions, Educational Change, *Educational Improvement, *Humanism, *Humanization, Performance Based Teacher Education, Scientific Methodology, Scientific Principles, *Teacher Education
This paper on alternatives in teacher education begins by analyzing the current emphasis on the scientific approach in education. The author finds the promise of the scientific approach to be illusory. He defines it as education that promotes behavior change in some desirable direction. However, this definition, which the author finds equally serviceable for toothpaste salesmen and terrorists, makes the clients of educators not the children but the system of schooling itself and its elite to whom educators owe whatever loyalty they possess. Working on the premise that, for the present, teacher education must be changed in relation to existing schools, the author advocates examining current educational myths, such as the myth of Cultural Deprivation, which makes the victims responsible and makes the responsible into victims. Working on a scientific approach with a humanistic basis, the author promotes a human science of people whose purpose in professional education should be to deepen our awareness of what it means to be human, to use language, and to grow up in the diverse arrangements that out planet affords. This definition of education transforms "schools" from institutions of technological management into complex arrangements for authentic work and interesting conversation. (JA)

ED 088 822 SP 007 792
Mitchell, Douglas E.
The Nature of the Work in the Organization of Schools: Toward a Phenomenology of the Teaching Task.
Pub Date Apr 74
Note—68p.; Paper presented to the Annual Meeting of the American Educational Research Association, Chicago, Illinois, April 15-19, 1974
EDRS Price MF-$0.75 HC-$3.15
Descriptors—Job Analysis, School Organization, Task Analysis, *Teacher Behavior, *Teacher Role, *Teachers, *Teaching, Teaching Skills
Analysis of the characteristics of the teaching task yields a series of four propositions about the organization and administration of public schools. First, the personal orientation of the learner is a central consideration in teaching activity. The task of aiding the learner in his development is transactional and requires privacy for both the teacher and the learner. Second, the position of teacher is neither technical nor professional but must take into account both political and technical considerations. Third, schools must be organized to provide accountability with regard to environmental quality. Fourth, the teacher must be seen as a unique supervisor in the school's authority structure. These propositions are presently in the realm of theory, but research designs are being developed which will test their reasonability. (Author/HMD)

ED 088 823 SP 007 793
King, Michael Van Ryn, Mary
A Report on the Analysis of Student Teacher Evaluation Forms Used in New York State.
New York State Education Dept., Albany. Div. of Teacher Education and Certification.
Pub Date [74]
Note—13p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Evaluation, *Evaluation Criteria, *Evaluation Methods, Evaluation Techniques, Performance Based Teacher Education, Preservice Education, *Student Teachers, Teacher Education
Identifiers—New York State
A study of student teacher evaluation forms was conducted in the hope that publication of the results would allow teacher preparation institutions in New York State to measure their own progress toward implementation of a competency-based teacher education program. Eighty-nine evaluation forms from approved programs in education were analyzed to determine the emphasis placed on various portions of student teaching and the assessment standards employed in making judgments about the performance of student teachers. The results of the study indicate that a) student teaching forms in use in many New York State-approved teacher education programs consist largely of judgments made on the basis of either subjective requirements or subjective criteria; b) evaluation of student teachers emphasizes portions of professional education for which formal instruction is seldom provided; and c) there is presently a marked contrast between the forms in use for evaluation of student teaching and the contents and processes of teacher preparation courses now being offered at a majority of teacher preparation institutions in New York State. (HMD)

ED 088 824 SP 007 795
Fischer, Stephen J. Goddu, Roland J. B.
Student Teaching Centers: A Pilot Project. Report Number 3.
Harvard Univ., Cambridge, Mass. Center for Research and Development in Educational Differences.
Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.
Pub Date 67
Contract—OEC-5-10-239
Note—29p.
Available from—Publications Office, Longfellow Hall, Appian Way, Cambridge, MA 02138
EDRS Price MF-$0.75 HC-$1.85
Descriptors—College Supervisors, *Preservice Education, Student Teachers, *Student Teaching, *Teacher Centers, *Teacher Education, *Teacher Interns
Student Teaching Centers (STC) were established as a pilot project by Harvard University in cooperation with several public schools. The centers are directed by resident supervisors who are responsible for the supervision of student teachers, demonstration teaching of a limited number of classes in their respective fields, and, in some cases, the development of new curricula and evaluative instruments for improving teaching and supervision in their budget areas. Student teachers in the program complete one year of education-related academic study at Harvard and a one-year teaching internship. An evaluation of the centers was made by surveying the student teachers by questionnaire and by interviewing the supervisors. A comparison of the responses of students in STCs and students in ordinary student teaching situations points up striking quantitative differences in the number of contacts with their supervisors and significant qualitative differences in the ratings of supervisors. Resident supervisors agreed that the STC concept greatly facilitated induction of teachers into the classroom and into the school as institution with particular regulations and mores. Even though the results are not the product of stringent and sophisticated procedures, the evaluation suggests continuation and expansion of student teaching centers. (HMD)

ED 088 825 SP 007 796
Proceedings of the Annual State Conference on Educational Research, "Better Instruction Through Better Evaluation" (25th, Los Angeles, November 29-30, 1973).
California Teachers Association, Burlingame.
Spons Agency—California Advisory Council on Educational Research, Burlingame.
Pub Date Nov 73
Note—91p.
Available from—California Teachers Association, 1705 Murchison Drive, Burlingame, California 94010 ($2.00)
EDRS Price MF-$0.75 HC-$4.20
Descriptors—Early Childhood Education, *Educational Assessment, Educational Development, *Educational Improvement, *Evaluation, Higher Education, Instructional Improvement, Staff Improvement
Identifiers—California Teachers Association
Three speeches and 10 symposium reports are contained in this conference summary. The speeches are entitled: a) "How to Improve Instruction on the Basis of Evaluation"; b) "Evaluation of Instructors: The State of the Art and the Art of the State"; and c) "Apple Pie, Motherhood, and Evaluation." The topics of the 10 symposia are: a) Divergent Perceptions of Instructional Improvement Strategies; b) Implications of the New California Testing Program; c) Community Involvement in Evaluation and Instruction: A Reasonable Role; d) Renovating Ineffectual Evaluation Programs; e) Evaluating and Improving the Quality of Instruction in Higher Education; f) Employing Criterion-Referenced Measures for Instructional Improvement; g) The Evaluation of Administrative Personnel; h) Early Childhood: Fabric, Fantasy, and Fact; i) Staff Development Programs That Make a Difference; and j) Pitfalls and Pratfalls in Stull Act Implementation. A 13-page bibliography is included. (HMD)

ED 088 826 SP 007 797
Harrow, Thomas L. Dziuban, Charles D.
An Investigation into the Relationship of Student Teacher's Perceived Problems to Those of Supervising Teachers.
Pub Date Apr 74
Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, April 15-19, 1974
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Attitudes, Comparative Analysis, *Cooperating Teachers, *Educational Problems, Problems, *Student Teachers
This investigation focused on the following major goals: a) to identify problem areas in student-teaching experiences as perceived by student

teachers; b) to identify problem areas in student-teaching experiences as perceived by supervising teachers; and c) to compare the problem areas identified by the two target groups. During the term that student teachers were in the schools, weekly seminars were conducted in order to identify, discuss, and try to solve student teaching problems that occurred in the classroom. After reviewing the problems, 50 were selected and rated as to degree of severity by over 500 student teachers. These problems were then rated by the supervising teachers for their degree of severity. The areas that emerged as relevant were listed as administrative functions, discipline of students, problems of student peer groups, motivation of students, and policies of school and school systems. Of the five areas of perceived student teaching problems that were identified, two (discipline and administration) emerged with low correlations between the two groups of student teachers and supervising teachers. (Author)

ED 088 827 SP 007 798
Frerichs, Allen H. Adelman, Stan I.
Labelling of Students by Prospective Teachers.
Pub Date Apr 74
Note—5p.; Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, April 15-19, 1974
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Attitudes, *Behavior, *Negative Attitudes, Preservice Education, Slow Learners, *Student Teachers, Video Tape Recordings
Identifiers—*Labeling, Student Labeling

The basic purpose of this study was to determine the effects of telling prospective teachers that a classroom of adolescents, viewed on video tape, were low-achieving students. An experimental group was informed that the adolescents were slow learners having considerable difficulty in school. A control group, observing the same video tape was told that they were regular students in a regular classroom. Analysis of covariance indicated that the teacher candidates in the experimental group perceived the videotaped students significantly more negatively than did the control group. Dogmatism level, academic major, and sex of subjects were found to be nonsignificant factors. (Author)

ED 088 828 SP 007 799
Hynes, Michael C. And Others
Competency-Based Instruction--Is It Worth It?
Pub Date Apr 74
Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1974)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Educational Innovation, Educational Problems, *Elementary School Mathematics, Evaluation Techniques, *Performance Based Teacher Education, *Performance Criteria, Program Evaluation, Time Factors (Learning)

This document questions whether competency-based instruction is worth the effort of fighting university policies regarding the quarter or semester structure of courses or the possibility of creating anxious or frustrated college students as a result of instituting unfamiliar procedures. Do we even have a usable list of competencies? To facilitate discussion of these questions, one quasi-competency-based program in elementary mathematics education is described with the intention of giving an operational base for discussion of factors such as: a) the establishment of competencies; b) the nature of the learning environment; c) the modes of instruction; d) the role of time in instruction; and e) the evaluation of the attainment of competencies. The Elementary Program at Florida Technological University is described. Appendixes include sources of competency lists, learning environment, instructional materials, time limitation alternatives, and a bibliography. (JA)

ED 088 829 SP 007 800
Schum, Willard C.
The Effects of Training Student Teachers in Self-Analysis of Nonverbal Response Patterns.
Pub Date Apr 74
Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, April 15-19, 1974
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Behavior Change, *Nonverbal Communication, *Self Evaluation, Student Teachers, *Student Teaching

An investigation was conducted to study the effects of self-analysis on the nonverbal message (Response Patterns) communicated during student teaching. A study group and control group viewed a series of video tape segments of their own lessons. The study group utilized a systematic schedule in collecting data on their nonverbal behaviors, as opposed to a cursory or random viewing by the control group. Encouraging behaviors increased, while restricting behaviors decreased, to a greater degree for the group using the self-analysis and data-collecting techniques. (Author)

ED 088 830 SP 007 801
Walencik, Vincent J. Tuckman, Bruce W.
The Effectiveness of Feedback for Changing Student Teachers' Humanistic Behavior.
Pub Date Apr 74
Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1974)
Available from—Educational Evaluation Group, 271 Cleveland Avenue, Highland Park, New Jersey 08904 (Tuckman Feedback Forms only, $.25)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Behavior Change, *Feedback, Humanization, Motivation, *Reinforcement, *Student Teachers
Identifiers—*Dissonance, Tuckman Teacher Feedback Form

This study investigated effects of dissonance and positive reinforcement as feedback mechanisms for altering the humanistic behavior of student teachers. The subjects were undergraduate education majors who were enrolled in a student teaching program. The student teachers were observed twice by their pupils using the Tuckman Teacher Feedback Form. Two types of feedback were provided: "actual feedback"--the actual scores recorded by pupils--and "positive feedback"--scores modified to reduce the discrepancy between ideal humanistic behavior and actual student teacher behavior. Actual feedback was intended to evoke dissonance; positive feedback, to reinforce positively. Significant changes occurred for high-dissonance student teachers. Actual feedback produced significantly more change than the control. Dissonance was found to be a more effective motivator for change than positive reinforcement. (Included as an appendix is the Tuckman Teacher Feedback Form.) (Authors)

ED 088 831 SP 007 802
Brottman, Marvin A.
Social Needs and Teacher Training: A Historical Survey.
Pub Date Apr 74
Note—41p.; Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, April 15-19, 1974
EDRS Price MF-$0.75 HC-$1.85
Descriptors—American History, Educational Needs, *Historical Reviews, Individual Needs, *Needs, Social Factors, *Teacher Education, *Teacher Education Curriculum
Identifiers—Social Needs

Teacher training procedures and curricula are described as they relate to social and educational needs throughout American history. The lag between training procedures and the needs of the time is documented, and those elements of curricula not included in training programs are identified. A review of historical events, documents of national surveys, and educational practices and needs shows that teacher training practices were slow in responding to identified needs of schools and society. As a result of this review, it is suggested that teacher training alone will not increase the proficiency of teachers to the extent demanded by the public and the teaching profession. There is a need to include in the training process elements not derived from school needs or social needs; these are the personal needs of the prospective teacher. (Author)

ED 088 832 SP 007 803
McCarthy, John P. Voth, John A.
The Effects of Competency-Based Teacher Education on Student Teaching.
Pub Date Apr 74
Note—45p.; Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, April 15-19, 1974
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*Behavior, Comparative Analysis, *Conventional Instruction, Laboratory Training, Methods Courses, *Performance Based Teacher Education, *Student Teachers, *Student Teaching

The effects on student teaching behavior of a relatively traditional, lecture-based, general secondary methods course are compared to the effects of a laboratory-oriented, competency-based course. The classroom performance of two groups of student teachers (30 of whom completed the competency-based course and 40 of whom completed the lecture-based course) was assessed by two trained observers, the student teachers themselves, the high school students in the classroom, and the cooperating teacher and supervisor. Recordings were analysed with the Flanders categories. Findings show a significant difference in favor of the competency-based group on both trained observation measures but no significant difference on most other measures. (In addition to the description of the study, this paper includes a literature review of performance-based teacher education.) (Author/JA)

ED 088 833 SP 007 804
Peng, Samuel S.
Teacher Class-Expectations, Instructional Behaviors, and Pupil Achievement.
Pub Date Apr 74
Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, April 15-19, 1974
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Academic Achievement, *Student Motivation, Student Teacher Relationship, *Teacher Attitudes, *Teacher Behavior, Teacher Influence

This study investigated the relationship among teacher expectations for the class, instructional behaviors, and class achievement. Involved in the study were 30 teachers from randomly selected elementary schools. Their expectations were measured by three scales: nature of the class, expectations of self, and comparative expectations. Their behaviors were related in terms of provision of learning opportunities, clarity of instruction, and enthusiasm in teaching. Multivariate analysis provided little evidence for the relationships; thus, it was concluded that favorable teacher expectations and behaviors are probably necessary but are not sufficient factors for high achievement of the class. (Author)

ED 088 834 SP 007 805
Thoresen, Carl E. And Others
Training Teachers Through "Behavioral Self-Observation."
Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date Apr 74
Contract—NE-C-00-3-0061
Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, April 1974
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Behavior Change, *Self Evaluation, Student Behavior, *Teacher Behavior, *Teacher Education, Teacher Interns

A self-observation training program was developed for teachers. After the program was pretested with a group of teaching interns, the effects of self-observation training on selected teacher and student behaviors were assessed with two experienced elementary teachers. Changes in teacher contingent praise, positive nonverbal responses, and negative commands were examined using a multiple baseline design. Self-observation was found to be frequently associated with the increases in positive teacher behaviors when those behaviors were self-observed. Teachers were moderate to high in the accuracy of self-observation. Self-observation by teachers was associated with positive change in certain student behaviors. In general, the effects of self-observation were not maintained after teachers discontinued observing and recording their behavior. (Author)

ED 088 835 SP 007 806
Acheson, Keith A. And Others
The Effects of Two Microteaching Variations: Written Versus Videotape Modeling and Audiotape Versus Videotape Feedback.
Oregon Univ., Eugene.

Spons Agency—Far West Lab. for Educational Research and Development, San Francisco, Calif.
Pub Date Apr 74
Note—95p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1974)
EDRS Price MF-$0.75 HC-$4.20
Descriptors—Comparative Analysis, Feedback, *Microteaching, Models, *Phonotape Recordings, *Questioning Techniques, Student Teaching, *Videotape Recordings, *Writing

An experiment was performed to compare the relative effectiveness of two microteaching procedures. In the low-cost treatment, student teachers received training in higher cognitive questioning skills by means of written modeling procedures (Subjects read transcripts of videotape model lessons) and audiotape feedback after each microteaching session. The comparison group viewed videotape models and received videotape feedback. Comparisons of pre- and post-training tapes of teaching performance indicate that the variations are of equal effectiveness in increasing teachers' use of higher cognitive questions (average increase, from 35 percent to 57 percent) and length of student responses elicited by their questions. The document is divided into four sections: summary; general descriptions; literature reviews; and specific description of the videotape minicourse versus questioning strategies course using reading and discussion. (Author/JA)

ED 088 836 SP 007 807
Keeler, Emmett B.
Analysis of the Educational Personnel System: IV. Teacher Turnover.
Rand Corp., Santa Monica, Calif.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.
Report No—R-1325-HEW
Pub Date Oct 73
Contract—OEC-0-71-2533(099)
Note—63p.
Available from—The Rand Corporation, 1700 Main Street, Santa Monica, California 90406 ($3.00)
EDRS Price MF-$0.75 HC-$3.15
Descriptors—Labor Turnover, *Teacher Employment, *Teacher Persistence, Teacher Retirement, *Teacher Supply and Demand, Teaching Experience

This report attempts to predict the rates of teacher turnover in the 1970s, which teachers will leave the profession, and what the effects of turnover will be on the educational personnel system. The overall termination rate has varied from six to 11 percent over the last 15 years. An analysis of recent changes in the teaching profession is used to modify collected results on these past rates of turnover. The report recommends that administrators should not try to prevent the coming surplus of teachers but should be aware of it and exploit it. (Author)

ED 088 837 SP 007 808
Harris, Cleveland J.
An Effective Parent Paraprofessional.
Pub Date [73]
Note—14p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Behavior Change, *Behavior Problems, *Classroom Observation Techniques, Elementary School Students, Nonprofessional Personnel, Operant Conditioning, *Paraprofessional School Personnel, Parent Student Relationship, Parent Teacher Cooperation, Skill Development

A study designed to modify inappropriate pupil behavior in a recently integrated public elementary school in New Orleans made extensive use of a parent paraprofessional. It was conducted in a classroom judged by the faculty to be experiencing numerous behavior problems. The parent paraprofessional was given written definitions of the behaviors she was to observe and then observed the class daily during baseline, experimental and follow-up periods. In the experimental period the teacher reinforced pupils exhibiting satisfactory behavior and ignored, as much as possible, those behaving inappropriately. The paraprofessional copied letters drafted by the teacher to be sent to the parents of pupils, informing them that their children were behaving well in class. It was expected that the parents would further reinforce their children when they received such favorable letters from their child's teacher. Agressive and disruptive behaviors were both reduced during the experimental period. During the follow-up period, the number of agressive behaviors and disruptions were found to have increased slightly over the experimental period, but they remained well below their previous levels. The paraprofessional was found to be of increased value in the over-all school program after learning the mechanics of taking part in a relevant research study. (DDO)

ED 088 838 SP 007 809
Hanna, Charles Clifford
Teaching as a "Central Life Interest" of Metropolitan Secondary Teachers.
Pub Date Jan 72
Note—11p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Job Satisfaction, Professional Occupations, *Secondary School Teachers, *Teacher Attitudes, Teacher Characteristics, *Urban Teaching, Work Attitudes

This article examines the interrelationship between teachers and their work of teaching, as observed in a study conducted in 1969 in Minneapolis and St. Paul, and intended to assess the extent and kind of attachments which secondary school teachers hold for their teaching when the total of life attachments and interactions is taken into account. It aimed to determine whether the global and rather complete dedication which often is assumed to be characteristic of professional occupations actually exists for metropolitan secondary school teachers. The findings of the study indicate that such global dedication of self to work does not exist for the secondary school teachers studied. (Author/DDO)

ED 088 839 SP 007 810
Pool, Jonelle
Compilation of Competency Statements for School Administrators as Derived from Literature. Research Report No. 1.
Georgia Univ., Athens. Project ROME.
Report No—RR-1
Pub Date Feb 74
Note—138p.
EDRS Price MF-$0.75 HC-$6.60
Descriptors—*Administrator Education, *Administrator Evaluation, Administrator Qualifications, Administrator Responsibility, *Administrator Role, Management Development, Management Education, *Performance Criteria, *Principals, Task Performance
Identifiers—Project ROME

This document is a compilation of role and competency statements derived from the literature on competency-based educational administration, and was prepared as a working paper for Project ROME (Results Oriented Management in Education) at the University of Georgia, Bureau of Educational Studies and Field Services. The statements included represent a review of forty-nine currently existing literature sources of competencies for school principals. The competency statements are identified with terms synonymous with "competency" which are currently used by various authors, e.g.: administrative duties, responsibilities, necessary performances, functional roles, etc. (Author)

ED 088 840 SP 007 811
Stilwell, William E. Gyuro, Steven J.
Prototype for Change: A Teacher Education Program.
Pub Date [71]
Note—24p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Educational Assessment, *Educational Change, *Educational Strategies, *Performance Based Teacher Education, Preservice Education, Student Teachers, *Teacher Education, Teacher Educators, Teacher Evaluation

This paper presents a model dividing the teacher education process into four sub-systems: assessment, management, curricular experiences, and supportive resources. Emphasis is placed on the teacher role of manager of learning experiences. Ninety performance objectives are arranged in 18 capsulized skill areas each of which consists of: a) a list of objectives to be met; b) a test battery to determine whether the student has met capsule objectives; and c) a performance component which requires the student to present written and videotaped evidence that he has met capsule objectives. This model requires attitudinal change by both the teacher candidate and the teacher educator. The candidate must be willing to engage in self-initiated instruction, frequent self-assessment, and evaluation of and by his peers. The teacher educator must be prepared to enter into cooperative interactive learning experiences with each candidate, and to become involved with public school practitioners, community, and lay people. Implementation of this model at the University of Kentucky required four years to develop and revise the following program materials; criteria, test batteries, post program measures, screening devices, instructional capsules, simulation experiences, knowledge measures, orientation programs, and stimulation techniques. (HMD)

ED 088 841 SP 007 812
Hatfield, Robert C.
Conditions for Improving Teacher Evaluation.
Pub Date [74]
Note—14p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Evaluation Techniques, Performance Criteria, Self Evaluation, *Teacher Evaluation, *Teacher Improvement, Teacher Responsibility, Teacher Role

This paper presents a discussion of critical aspects of teacher evaluation. The paper is based on the assumption that the purposes of teacher evaluation are as follows: a) to provide information with which to make a decision about granting tenure, b) to help teachers improve performance, and c) to improve the educational program of a school. Some general assumptions related to teacher evaluation, such as "teacher characteristics do not correlate with success," are listed and terminology defined. Seven critical aspects or needs of teacher evaluation are then listed and defined: a) competencies required of teachers; b) means for assessing competencies of individual teachers; c) establishment of goals by teachers reflecting both school and personal needs; d) identification of job responsibilities required of teachers; e) specification of authority, support, and situational variables affecting a teacher's responsibilities; f) procedures for periodic assessment of teacher competency and discharge of responsibility; and g) an established procedure for "coaching" the teacher, providing for self-improvement and evaluation that relates the assessed level of performance with criteria of competence and responsibility determined acceptable to the school. The remainder of the document discusses these points, using them as a basis for outlining conditions for implementing changes in teacher evaluation along with some new skills that may be needed by individuals who are providing leadership in developing such systems. (JA)

ED 088 842 SP 007 813
Marsh, John J.
Teacher/Counselor Certification and the Felony Conviction: A Survey of Selected Practices.
Pub Date Jan 73
Note—17p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Board of Education Policy, *Criminals, National Surveys, *Prisoners, State Laws, Surveys, *Teacher Certification, *Teacher Employment, *Teachers
Identifiers—Felony Convictions

Working with the paradox that prison is a place where an inmate frequently is trained to do what he will subsequently be prohibited from doing, this document presents the results of a survey of each of the fifty states regarding the certification as a teacher and/or counselor of a person convicted of a felony. Answers to each question in the questionnaire sent to state certification officers are described. There follows a discussion of these results and an outline of the minimal essential considerations of those states that have developed policies. Among these considerations are a) the right of a hearing; b) an appeal process; c) specificity of the descriptors of disqualification; d) clear and consistently defined use of terms; and e) the rights of the individual to pursue his profession balanced against the rights of society to insure that unfit persons are not allowed to teach or counsel in the public schools. It is concluded that educators, individually and collectively, have made little effort to develop a coherent, rational, and fully implemented policy and procedure relevant to felony convictions and certification, and that much more research is needed. (JA)

ED 088 843 SP 007 814
Cooper, John E.
A Survey of Protocol Materials Evaluation.
Pub Date Feb 74
Note—26p.
EDRS Price MF-$0.75 HC-$1.85
Descriptors—Behavior Change, Concept Formation, *Evaluation, Literature Reviews, *Program Evaluation, *Protocol Materials, *Surveys, Teacher Behavior
This document summarizes evidence of the effectiveness of protocol materials in the improvement of teaching. A secondary objective is to place this evaluation in the context of a brief review of protocol materials as an educational innovation, including also its genesis, purpose, problems, and recommendations for the future. The author then reviews the evidence at his disposal, dividing his findings into three sections: a) evidence of changed teacher behavior; b) evidence of concept acquisition; and c) evidence of reaction to the materials. A summary of the findings indicates that: a) no attempt has been made as yet to discover the influence, if any, on the behavior of pupils (probably because most studies are funded for only one year); b) one study reveals the effect of protocols on favorable change of teaching behavior; c) positive results have been obtained on the acquisition of concepts by preservice and in-service teachers; and d) there is evidence of reaction of both trainees and their teachers to the technical quality and relevance of protocol materials. Included are four recommendations pertaining to future evaluations of protocol materials and listings of protocol materials cited in the study and materials reviewed but not applicable to the study. (JA)

ED 088 844 SP 007 815
Medley, Donald M.
Indicators and Measures of Teacher Effectiveness: A Review of the Research.
Pub Date [71]
Note—29p.
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*Educational Research, *Effective Teaching, Evaluation Techniques, Literature Reviews, Measurement, *Measurement Techniques, Research, *Teacher Evaluation
In this speech the author considers the problem of measuring teacher effectiveness from the point of view of an educational researcher. He examines two prevalent methodological approaches: evaluating the process and evaluating the product. The first approach involves the description of a study which concluded that teachers rated high by supervisors and well-liked by pupils were not the teachers whose pupils showed the greatest gains and who judged themselves most effective. The second approach reviews the problems of the reliability and validity of tests and advocates giving up the idea of measuring teacher effectiveness in terms of pupil gains on tests. The recent work of Flanders, Bellack, Smith, Hughes and others is commented on, with the conclusion that the more dimensions of teacher behavior that can be measured and correlated with pupil gains, the more likely is the discovery of one or more correlating with teacher effectiveness. Reviewing common practices that measure teacher effectiveness, the author points out that educational research does not support Dewey's "we learn by doing," or Skinner's reinforcement theories. Instead, less obvious things, such as the cognitive level of questions asked, probing questions, clarity and structure, should be looked for in measuring teacher effectiveness. (JA)

ED 088 845 SP 007 816
Gladkowski, Gerald
An Alternate Instructional and Attitudinal Strategy for Consideration.
Note—27p.
EDRS Price MF-$0.75 HC-$1.85
Descriptors—Affective Behavior, *Changing Attitudes, *Educational Attitudes, *Educational Change, Educational Innovation, Teacher Attitudes, Teaching Models
The rapidity with which change occurs and knowledge expands requires that teachers constantly review their methods and techniques to ensure that students receive the best education. Teaching involves a series of decisions throughout the instructional process with regard to: a) the objectives of instruction; b) content; c) instructional strategies; d) assignments; and e) evaluation. These decisions can be made either by the instructor, the student, or by both student and instructor in cooperation. It is important to consider all possibilities in the construction of alternative instructional models, to combine various strategies in unique ways, and, subsequently, to subject these models to rigorous testing for validation. In order to do this it is necessary that one be open to change, realize the limits of his knowledge, and be receptive to the ideas of others. (HMD)

ED 088 846 SP 007 817
Supply and Demand Conditions for Teachers and Implications for Federal Programs. Report to the Congress by the Controller General of the United States.
Office of Education (DHEW), Washington, D.C.
Report No—B-164031-1
Pub Date Mar 74
Note—48p.
Available from—U.S. General Accounting Office, Room 6417, 441 G Street, N.W., Washington, D.C. 20548 (B-164031(1) $1.00)
EDRS Price MF-$0.75 HC-$1.85
Descriptors—Elementary School Teachers, *Federal Government, *Federal Programs, Secondary School Teachers, Teacher Distribution, Teachers, *Teacher Supply and Demand
The General Accounting Office (GAO) reviewed supply and demand conditions for elementary and secondary school teachers as well as federal assistance programs affecting teacher supply. Surveys over the past four years indicate that federal action has helped to alleviate the previous teacher shortage and may have contributed to the present surplus of teachers. GAO noted that: a) no central information source identifies federal education programs that affect the teaching profession; b) agencies lack adequate information about the effects of federal programs on the supply of new teachers; and c) complete data about supply and demand within the teaching profession is not available. GAO recommends that the Office of Education: a) maintain centralized data about all federal programs affecting teachers; b) continue cooperative efforts with the Bureau of Labor Statistics to develop a system for surveying the supply and demand for new college graduates in order to provide a basis for predicting future job market conditions; c) coordinate, with the Bureau of Labor Statistics, the dissemination of this job market information to all government agencies and higher education institutions; d) encourage the establishment of student counselling programs that include affective "job opportunities" components; and f) consider the feasibility of a program to retrain surplus teachers for existing teacher shortage areas. (HMD)

ED 088 847 SP 007 818
Duce, Leonard A.
The Role of the Arts and Sciences in Planning Teacher Education Programs.
Pub Date Dec 73
Note—8p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Cooperative Planning, Educational Coordination, *Educational Planning, Foundations of Education, Liberal Arts, Professional Education, *Teacher Education
It is imperative for the arts and sciences to have an integral role in the planning, implementing, and evaluating of teacher education programs on both the local and state level because: a) the arts and sciences are the educational source and cultural depository of the substance of most learning and teaching in our schools; b) they are themselves an educational enterprise which builds on and serves as a source for the public school enterprise; and c) their faculty members share with members of the education faculty the quality of being professionals in the educational enterprise. The arts and sciences have a responsibility to the total educational enterprise which transcends any one professional interest. They are primarily concerned with human values and development, and secondarily with professional development. The role of the arts and sciences in teacher education should be neither supplementary nor subordinate to the role of professional education but complementary to it. (HMD)

ED 088 848 SP 007 819
Greenberg, David H. McCall, John
Theories of Teacher Mobility.
Rand Corp., Santa Monica, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—P-5098
Pub Date Oct 73
Contract—OEC-0-71-2533(099)
Note—29p.
EDRS Price MF-$0.75 HC-$1.85
Descriptors—Economics, Elementary School Teachers, *Faculty Mobility, *Labor Market, *Literature Reviews, Secondary School Teachers, *Teacher Employment, Theories
This document reviews significant developments in the labor mobility literature, with application to the large and rather special labor market for elementary and secondary teachers. To explain the mobility of teachers among schools, school districts, and between the school sector and other sectors of the economy, a framework is constructed based on the work of economists on human capital, internal labor markets, and Markov models. The intention is to show how the tools these economists have developed provide a theoretical structure that is general and comprehensive, and that researchers can draw upon in conducting empirical studies of labor markets for teachers, as well as other markets possessing similar institutional structures. (Author)

ED 088 849 SP 007 820
Frey, Sherman
Teachers and Behavioral Objectives.
Pub Date [73]
Note—7p.; For related documents see SP 007 821 and SP 007 822
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Academic Achievement, *Behavioral Objectives, Behavior Change, Conditioning, Student Behavior, Students, *Teacher Attitudes
A survey of 406 elementary, middle and secondary school teachers attending the 1973 summer session at Northern Illinois University was conducted to determine their familiarity with and exposure to behavioral objectives, their involvement in writing and using behavioral objectives, and their opinion of the effect of behavioral objectives on student performance. The results of the survey show a high incidence of familiarity with behavioral objectives among educators at all levels of the educational establishment and a high incidence of involvement in the writing and use of behavioral objectives. There was a strong element of indecisiveness on the part of the subjects with regard to the influence of behavioral objectives on pupil performance; however, the majority viewed behavioral objectives as useful in the educational process. (Author/HMD)

ED 088 850 SP 007 821
Frey, Sherman
Teachers and Behavior Modification.
Pub Date [73]
Note—8p.; For related documents see SP 007 820 and SP 007 822
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Behavior, *Behavior Change, Conditioning, *Student Behavior, Student Teacher Relationship, *Teacher Attitudes
This survey of 406 educators attending the 1973 summer session at Northern Illinois University sought to determine educators' familiarity with behavior modification, including the nature of their exposure to it and the extent to which they have integrated it into their own behavior. The survey also sought subjects' opinion of the value of being trained to use behavior modification techniques, of the ethics of managing behavior, and of the applicability of behavior modification under the present educational environment. Incidence of familiarity with behavior modification programs was high. Most of the subjects were exposed to behavior modification in college and had integrated it into their own behavioral repertoire. Most of the educators surveyed believed that it would be valuable to be trained in the use of behavior modification techniques in order to improve student-teacher interaction. They also regarded behavioral management as ethical, and many saw it as an effective tool in group control and as applicable to education under present conditions. (Author/HMD)

ED 088 851 SP 007 822
Frey, Sherman
Teachers and Operant Conditioning.
Pub Date [72]

Note—12p.; For related documents see SP 007 820 and SP 007 821
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Behavioral Objectives, *Behavioral Science Research, *Behavior Change, Conditioning, *Operant Conditioning, Student Teacher Relationship, *Teacher Attitudes

A survey was conducted of 406 elementary, middle, and secondary school teachers to determine their understanding, acceptance, and use of the principle of operant conditioning. The treatment of data was by percent and chi square analysis primarily according to sex, experience, degree, and position. Subjects reported that a) they believed that the nature of the interaction between students and teachers is an influencing factor in student achievement and is deserving of concentrated study; b) they were familiar with the principle of operant conditioning; c) they understood the principle of operant conditioning but they had not decided about accepting it as a principle for governing behavior; and d) they felt that operant conditioning may be used to control the behavior of groups as well as individuals and that the managing of behavior is ethical within the context of the operant model. Subjects' indecisiveness about operant conditioning is reflected in the reporting of its usage in their classrooms: 126 use the technique, 116 do not, and 164 gave no response to the question. (HMD)

ED 088 852 SP 007 823
An Assessment System Utilizing Teacher Competencies for Differentiated Staffing.
Georgia Univ., Athens. Center for Competency Based Education.; Mentor Exempted Village School District, Ohio.
Spons Agency—Ohio State Dept. of Education, Columbus.
Pub Date [74]
Note—153p.
EDRS Price MF-$0.75 HC-$7.80
Descriptors—*Differentiated Staffs, Elementary Schools, Open Plan Schools, *Performance Criteria, *Teacher Role
Identifiers—Competency, *Competency Lists

This instrument attempts to determine appropriate roles for teachers in a differentiated staffing pattern and to assess the effectiveness of these roles. Based on the experience of two open-space elementary schools utilizing differentiated staffing, the instrument was developed with ESEA Title III funds by the Mentor Exempted Village School District, assisted by the Center for Competency Based Education at the University of Georgia. Four staff member roles are considered: Master Teacher-Instructional Strategist; Staff Teacher; Assistant-to-the-Teacher; and Intern. The document considers six areas of competency: diagnosis; prescription; implementation; evaluation; learning center management; and learner relations. A number of statements of competence and indicators of competency related to each area of competency are included. (Author/JA)

ED 088 853 SP 007 824
Flake, Janice L.
Interactive Computer Simulations - A New Component to Teacher Education.
Pub Date [73]
Note—20p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Computer Programs, *Computers, Feedback, Laboratory Training, *Simulation, *Teacher Education, Teacher Programs, Teaching Skills
Identifiers—Classroom Simulation, *Computer Simulation

With the use of classroom simulations, theory and field research can be synthesized, thus bringing both theory and research into an "action" form for the education student. Interactive computer systems allow for active involvement and immediate feedback. One classroom simulation, already constructed, is described. For this simulation a conceptualization of classroom discourse was used for the design, with the participant choosing an objective for the lesson to be "-taught," selecting a teaching strategy, and hence designating individual moves. Also described are the development of the program, simulation evaluation, and suggested further work in simulations. (JA)

ED 088 854 SP 007 825
Flanders, Ned A.
Interaction Analysis and Inservice Training.
Note—24p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Behavioral Objectives, Behavioral Science Research, *Behavior Change, *Classroom Observation Techniques, *Inservice Teacher Education, *Interaction Process Analysis, *Teacher Behavior

Interaction analysis, a system for observing and coding the verbal interchange between a teacher and his pupils, is used to study spontaneous teaching behavior and to help teachers modify their behavior. Trained observers classify teacher statements according to; a) acceptance of student feelings; b) use of praise and encouragement; c) acceptance of student ideas; d) use of questions; and e) use of lecture, direction, or criticism. Two additional categories relate to the verbal behavior of students and one category covers the contingency of silence or confusion in the classroom. Inferences drawn from a tabulation of the teacher's statements are discussed in a feedback session. In modifying teacher behavior through the use of interaction analysis, steps must be taken regarding: a) training of observers and participating teachers in the use of the technique; b) clarification of the participating teacher's self-development goals; c) construction of comparison situations involving a planned change of behavior and scheduling two or more observations to assess evidence of change; d) the collection of other evidence of behavior change. To reduce distortion of teacher behavior while being observed, it is suggested that: a) an observer be in the classroom only when invited; b) the status and power difference between a teacher and observer be at a minimum; and c) the feedback session follow a logical plan of inquiry. (See related document SP 007 826.) (HMD)

ED 088 855 SP 007 826
Flanders, Ned A.
Interaction Analysis: A Technique for Quantifying Teacher Influence.
Note—16p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Behavioral Objectives, Behavioral Science Research, *Behavior Change, *Classroom Observation Techniques, *Inservice Teacher Education, *Interaction Process Analysis, *Teacher Behavior

This paper presents an inservice education model for the feedback of information concerning a teacher's spontaneous classroom behavior. A trained observer classifies the teacher's statements using a matrix of ten categories. From a tabulation of matrix entries it is possible to make inferences concerning the teacher's attitudes and behavior with regard to the following: a) acceptance of students' feelings; b) praise and encouragement; c) acceptance of student ideas; d) question asking; e) lecturing; f) directing; and g) criticizing. It is also possible to tell from the matrix the amount of time the teacher talks, the students talk, and the amount of time the class spends in silence. As part of a 10-week in-service training program involving 53 teachers in Minnesota, interaction analysis serves two functions: a) as a pre- and post-measurement of success in helping teachers modify their overt behavior in order to make it more consistent with their self-development goals; and b) as a working tool to feed back information during training. (See related document SP 007 825.) (HMD)

ED 088 856 SP 007 827
Flanders, Ned A. Morine, Greta
The Assessment of Proper Control and Suitable Learning Environment. Teacher Education Division Publication Series. Report A72-21.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Note—67p.
EDRS Price MF-$0.75 HC-$3.15
Descriptors—*Behavior Change, Behavior Patterns, *Educational Assessment, Performance Criteria, *Teacher Behavior, *Teacher Evaluation, Teacher Improvement

Assessment of proper control and suitable learning environment can proceed through collection of data related to teacher planning, student attitudes, and interactive behavior of teachers and pupils. The use of such data for improvement of instruction can provide valid and feasible assessment procedures. Directed skill training, competency contracts, and inquiry projects are all appropriate means of assessment and improvement at this stage in the development of techniques for the evaluation of teacher effectiveness. Inquiry projects can involve comparisons of behavior with a model, comparisons of behavior with stated behavioral objectives, and comparisons of behavior over time. Peer cooperation in collection of interactive data is apt to contribute to development of skills in coding behavior and therefore to lead to greater behavior change. (Author)

ED 088 857 SP 007 828
Flanders, Ned A.
Knowledge About Teacher Effectiveness. Teacher Education Publication Series. Report A73-17.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Pub Date 73
Note—47p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 1973)
EDRS Price MF-$0.75 HC-$1.85
Descriptors—Behavioral Science Research, *Educational Research, Effective Teaching, Research Design, *Research Methodology, *Research Problems, *Research Reviews (Publications), Research Utilization

This paper was presented at a symposium concerned with the results of research on teacher effectiveness and the procedures which might be used to review such research. The first part of the paper describes Rosenshine's research review procedure and analyzes the logic used to group research reports. Three possible standards which might be applicable to the writing of reviews on teaching are identified. The second section consists of a discussion of five technical problems which occur in the conduct of research on teaching and which affect research reviews in this area. Two of these problems, the unit of sampling and analysis of replicated studies are highly controversial and may have important consequences for research on teaching. The third section presents and discusses the kinds of knowledge that researchers should seek to gain in the future. (HMD)

ED 088 858 SP 007 830
Flanders, Ned A.
Basic Teaching Skills Derived from a Model of Speaking and Listening. Teacher Education Division Publication Series. Report A72-19.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Pub Date [72]
Note—82p.; The appendix will not reproduce clearly
EDRS Price MF-$0.75 HC-$4.20
Descriptors—*Classroom Communication, *Communication Skills, Student Behavior, Student Teacher Relationship, Teacher Behavior, *Teaching Skills, Teaching Styles, *Verbal Communication

This paper analyzes verbal interactions between teachers and students to determine the speaking and listening skills which a teacher must possess. A simple model of classroom verbal interaction presents four possibilities: a) teacher-initiated conversation, b) pupil-initiated conversation, c) teacher response to pupil, and d) pupil response to teacher and/or another pupil. These four modes of classroom interaction permit 12 transitional possibilities from one mode to the other. In order to facilitate these transitions, the teacher must have the ability to a) inventory pupil ideas; b) reiterate, paraphrase, or expand on pupil ideas; c) relate pupil ideas to his own; d) react constructively to unexpected student statements; e) give criticism in a constructive manner; f) introduce his own ideas in ways which do not inhibit student participation; g) ask questions which generate student thinking; h) express and explain his own ideas clearly; and i) guide conversations according to models of inductive and deductive reasoning. (HMD)

ED 088 859 SP 007 831
Campbell, Lloyd P. Williamson, John A.
Student Teaching Casts Doubts About Individualizing Instruction.
Note—10p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Attitudes, Cooperating Teachers, Females, *Individualized Instruction, Males, *Student Teachers
Identifiers—Individualized Instruction Inventory

This document reports on a study that assessed the attitude of pre- and post-student teachers

toward individualizing instruction. The subjects were 110 secondary school student teachers. The research instrument was the individualized Instruction Inventory, designed to provide a total individualization score and reveal attitudes toward individualizing instruction in four specific areas: a) intra-class grouping; b) variety of materials; c) student autonomy; d) differentiating assignments. The study included the following findings: student teachers were more positive in their attitude toward individualized instruction before student teaching than they were after student teaching; both pre- and post-student teaching females were more positive in their attitudes towards individualized instruction than were pre- and post-student teaching males. The authors suggest that part of the difficulty may be attributed to the cooperating teacher, who may have minimized the importance of individualizing instruction through both his attitude and classroom activity. A more careful selection of cooperating teachers is recommended and special efforts should be made in teacher preparation programs to educate males in the theory, philosophy, methods, and techniques of individualizing instruction. (JA)

ED 088 860 SP 007 832

McCutchan, Nancy And Others

Design of a Personnel and Training Information System for Educational R&D Personnel. Educational RDD&E Personnel and Training Abstracts.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Researcher Training.

Bureau No—BR-2-9047

Pub Date Aug 73

Contract—OEC-0-72-5310

Note—334p.

EDRS Price MF-$0.75 HC-$16.20

Descriptors—*Abstracts, Annotated Bibliographies, *Educational Research, *Educational Researchers, *Professional Training

This document is a collection of abstracts and citations of material gathered during the planning process of a project of the Far West Laboratory for Educational Research and Development. The project was designed to develop and test procedures to evaluate and disseminate information on training of educational research and development personnel. The selection of content to be abstracted was based partly on previous products in the "Oregon Studies in Educational Research, Development, Diffusion and Evaluation (RDD&E) and the "AERA Task Force on Research and Research-Related Training." The citation form contains a code block (the laboratory's I.D. number and the ERIC ED number if applicable), the title and author block, a block for the index terms, and a block of notations (variable information such as name or address). The document is divided into three sections: abstracts, citations, and index by descriptor. The material is set apart in each section by the following classifications as to form: Case Studies, Materials/Packages, Bibliographies, Book Reviews, Evaluation Abstracts, and Description of Training Models. (JA)

ED 088 861 SP 007 834

Alvir, Howard P.

Planning and In-Service Education.

Pub Date Feb 74

Note—75p.

Available from—Dr. Howard P. Alvir, FILMS, 27 Norwood Street, Albany, New York 12203 (Loan copies made available upon receipt of 9 x 12 stamped, self-addressed envelope)

EDRS Price MF-$0.75 HC-$4.20

Descriptors—Guides, *Inservice Teacher Education, *Program Planning, *Teacher Educator Education

This booklet is designed to render assistance to all educators engaged in planning in-service education sessions with their staff. Specifically, it offers a point of view on planning as a learnable activity and a reasonably complete how-to-do-it kit. The objectives of such an approach are to pinpoint specific planning difficulties associated with in-service education training programs and to suggest alternatives to "doing the same unsuccessful things over and over again with a hope that something worthwhile might occur." Since the booklet is aimed at several different types of in-service educators--those who are inexperienced, unsuccessful, successful but dissatisfied, disorganized, overworked, rushed--suggestions are made as to where each type should begin in the booklet. Further instructions for use of the booklet are given, and these are followed by a series of transparencies presenting information necessary for properly planning an in-service session and discussions of the transparencies. (Author/DDO)

ED 088 862 SP 007 835

The City College Workshop Center for Open Education.

City Univ. of New York, N.Y. City Coll. Workshop Center for Open Education.

Pub Date Nov 73

Note—16p.

EDRS Price MF-$0.75 HC-$1.50

Descriptors—*Continuous Learning, Independent Study, Inservice Teacher Education, *Open Education, Program Development, *Teacher Education, *Teacher Workshops

Identifiers—Distinguished Achievement Awards Entry

The Workshop Center for Open Education was formed on the basis of the following factors: a) efforts to construct an alternative to traditional public schools in New York City had galvanized the interests of hundreds; b) teachers who had gotten underway through the Open Corridor program needed a place to continue their development; and c) those trying without advisory support to make first steps towards open education needed help and reinforcement. Supported by grants from U.S. Office of Education, the Ford Foundation, and the Rockefeller Brothers Fund, the workshop is a new resource for all participants in the school process-teachers, principals, supervisors, paraprofessionals, parents, and graduate/undergraduate students--in the New York City area. The center features workshop activities ranging from demonstrations to independent work on individual projects and from single or one-time use to continuous or extended use. The facilities include the following: workshops in exploration of materials for curriculum discussions dealing with problems in class and school reorganization; publications that analyze and disseminate information; a darkroom for photography work applicable to classroom uses; a library for browsing and reference; a kitchen for cooking projects; and space for meetings, film showings, and individual or small-group consultations with staff. (Author/JA)

ED 088 863 SP 007 836

Hall, Gene E.

Implementation of CBTE--Viewed as a Development Process.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Pub Date Mar 74

Note—26p.; Paper presented at the National Conference on Competency Assessment, Research, and Evaluation, University of Houston, March 1974

EDRS Price MF-$0.75 HC-$1.85

Descriptors—*Adoption (Ideas), *Change Agents, *Educational Change, Educational Development, *Educational Innovation, Educational Research, Educational Theories

Identifiers—*Concerns Based Adoption Model

Five areas of research into innovation adoption in educational institutions are described in this report. They are a) identification and description of phases involved in innovation adoption, b) development of assessment methods for predicting an institution's potential for successful adoption of change, c) development of measurement procedures for assessing and diagnosing both individuals and institutions with regard to implementation of innovation, d) transfer of research findings to practicing agents of innovation adoption, and e) using the work of practicing innovation adoption agents to form hypotheses for further research into the realities of change in educational institutions. In the context of these five research areas, the Concerns-Based Adoption Model (CBAM) is presented. CBAM treats innovation adoption as a developmental process organized around the concepts of collaboration linkage, individual use of adopted innovation, and individuals' concerns about their use of the adopted innovation. (HMD)

ED 088 864 SP 007 837

Stainbrook, James R., Jr.

Teacher Education for the Intermediate School Staff.

Pub Date [70]

Note—10p.

EDRS Price MF-$0.75 HC-$1.50

Descriptors—Inservice Teacher Education, Junior High Schools, Middle Schools, *Secondary School Teachers, Teacher Certification, *Teacher Education

The aim of this 1970 investigation was to analyze the professional education of Indiana's intermediate school teachers. This analysis involved a comparison of the data collected from middle and junior high school teachers. Results obtained from the junior high school teachers were also utilized in a second comparison with the findings from a similar study of Indiana's junior high school teachers in 1959. Data were collected from 199 middle and 289 junior high school teachers in 44 selected intermediate schools throughout the State of Indiana. Interviews were conducted with five middle and five junior high school principals. Findings indicate that there are no major identifiable differences between the professional preparation of today's junior high school teachers and that of 10 years ago. The professional preparation of middle and junior high school teachers in Indiana is quite similar, usually with an emphasis on the senior high school. This preparation generally lacks two important elements: course work in counseling and guidance and student teaching in either a middle or junior high school. In-service college classes specifically related to the junior high school are no more frequently a part of the junior high school teacher's in-service activities than they were 10 years ago, and middle school teachers are no more involved in in-service activities than are their junior high school counterparts. The paper concludes with various recommendations for the preparation of intermediate school teachers. (DDO)

ED 088 865 SP 007 838

Stollak, Gary E.

Education for Early Childhood Consultation.

Michigan State Univ., East Lansing. Dept. of Psychology.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date 73

Note—31p.; Paper presented at the Annual Meeting of the American Psychological Association, Montreal, Canada, 1973

EDRS Price MF-$0.75 HC-$1.85

Descriptors—*Child Development, Curriculum Development, *Early Childhood Education, Parent Teacher Cooperation, Practicums, *Teacher Education, *Teacher Programs, Teaching Skills

This paper examines the development of courses, materials, and techniques to help graduate students a) acquire experience with and knowledge of the development of children from conception to 8 years of age and b) develop skills to implement these experiences, especially in dealing with parents, teachers, and all involved in the early childhood education process. The first section, on an "ideal" program of training for early childhood consultation, stresses the need for discussion that focuses on the translation of positive goals and values into traits and behaviors relevant to different ages. Listed in this section are various forms of practicum education regarding childhood development. Two aspects of the evaluation of training are considered: the effects of training on graduate students and the effect the consultant has on adults he encounters. The author concludes by describing his involvement in several of these activities. (Related tables of reading lists and syllabi are included as appendixes.) (JA)

ED 088 866 SP 007 839

Hill, John C.

Indiana State University School of Education Cost Study 1972-73.

Pub Date [73]

Note—37p.

EDRS Price MF-$0.75 HC-$1.85

Descriptors—*Budgeting, *Budgets, Educational Administration, Educational Economics, Educational Finance, *Expenditures, *Operating Expenses, *Resource Allocations, Salaries

Identifiers—*Indiana State University

To provide baseline cost data for facilitation of future decisions on resource allocation and to develop a model for compiling and reporting direct expenditures, the Indiana State University conducted a study of expenditures supporting the activities of the School of Education during the fiscal year 1972-73. A computer program was prepared to process data utilizing the School of Education's cost study model. This program can be modified to handle additional variables that may be required in processing data from other professional schools and instruction units of the university. The model is limited to the analysis of direct costs of instructional personnel and operational budgets; it excludes expenditures for physical plant, general administration, and general services. The functional distribution of direct costs of staff were a) instruction, 77.95%; b) administration, 9.08%; c) development, 6.62%; d) service, 4.49%; and e) research, 1.85%. All but the secondary education department devoted approximately 85% of their budgets to instructional salaries. Direct expenditures of the School of Education, including instructional personnel and operating budgets were 69.95% for instruction, 12.62% for service, 10.48% for administration, 5.14% for development, and 1.81% for research. (Seven tables and three appendixes are included in the report.) (HMD)

ED 088 867 SP 007 840

Cohen, David, Ed. Malin, Maureen, Ed.

Proceedings of the Symposium on Education Research and Development (Washington, D.C., December 11-12, 1972).

National Inst. of Education (DHEW), Washington, D.C.

Pub Date 72

Grant—OEG-0-71-3480(520)

Note—212p.

EDRS Price MF-$0.75 HC-$10.20

Descriptors—*Conference Reports, *Educational Development, Educational Innovation, *Educational Research, Information Dissemination, Research, *Symposia

This symposium report presents the text of papers delivered at the symposium and outlines of discussions. The contents are as follows: a) "Knowledge in Education" by Sheldon H. White, Joan S. Bissell, and John Golenski; c) Comments on White-Bissell-Golenski Paper by David K. Cohen; c) General Discussion of White-Bissell-Golenski Paper and Cohen Comments; d) "The Conduct of Development in Education" by Richard E. Schutz; e) Comments on Schutz Paper by David R. Krathwohl; f) General Discussion of Schutz and Krathwohl Comments; g) "The Dissemination of Educational R&D Products: Research and Policy Issues for the Federal Government" by Daniel Weiler; h) Comments on Weiler Paper by David L. Clark; i) "Incentives for Innovation in the Public Schools" by John Pincus; j) Comments on Pincus Paper by David S. Mundel; k) General Discussion of Weiler and Pincus Papers and Clark and Mundel Comments; l) "Evaluating the National Institute of Education" by Senta A. Raizen; m) Comments on Raizen Paper by Alice M. Rivlin; and n) General Discussion of Raizen Paper and Rivlin Comments. A list of conference participants is included. (JA)

ED 088 868 SP 007 841

Schwartz, Judy I. Moffitt, Mary W.

The Place and Impact of Modules in a Teacher Education Program.

Pub Date 74

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, April 1974

EDRS Price MF-$0.75 HC-$1.50

Descriptors—*Early Childhood Education, Humanism, *Performance Based Teacher Education, *Performance Criteria, Program Descriptions, Program Evaluation, Units of Study (Subject Fields)

Identifiers—Instructional Modules

This document reports on the efforts of one teacher training program, the Early Childhood Integrated Year Program at Queens College, CUNY, to implement performance-competency-based teacher education (P-CBTE) with specific reference to the use of instructional modules as a strategy for developing competencies. The philosophy underlying the program at Queens College is described as one based on child development theory with heavy emphasis on humanistic goals. It is stated that the early childhood faculty, grouped into content area committees (language arts and reading, children's literature, social studies, mathematics, science, child development, and educational psychology), produced approximately 75 instructional modules, the purpose of which was to replace the material formerly conveyed through the education course sequence to preservice students. The modules in science and reading constitute the basis from which most of the findings in this paper are drawn. The paper describes the organization of the program, problems encountered in the transition from a traditional to a P-CBTE program, results of initial evaluation, and plans for the future. (JA)

ED 088 869 SP 007 842

Millman, Jason

Graduate Training Program for Research Methodologists. Final Report.

Cornell Univ., Ithaca, N.Y. School of Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-6-2170

Pub Date Sep 73

Grant—OEG-0-71-3235(520)

Note—49p.

EDRS Price MF-$0.75 HC-$1.85

Descriptors—Doctoral Programs, *Educational Research, Fellowships, *Graduate Study, *Interdisciplinary Approach, *Research Methodology

This paper provides documentation of the Elementary and Secondary Education Act Title IV-supported fellowship program for educational research methodologists developed at Cornell University. The program was characterized as interdisciplinary in nature with few course restrictions. This resulted in great diversity among the programs of the individual students; about two-thirds of the course work was elected outside the department of education. The modal grade earned was A. Twelve students of outstanding ability and prior achievement received support. Two dropped out of the program. Although only three students have received their Ph.D.'s under the program to date, the majority of the trainees are presently employed in research and research-related occupations. This document contains procedures for setting up the program; results, including data on the students; and conclusions. Appended are a pamphlet containing basic information for the students on the Cornell Title IV research training programs, a description of the research methodology program, the advertisement used for recruiting students to the program, the major practicum experiences of trainees, student reactions to the three Cornell training programs, and addresses and occupations of the students in the research methodology training program. (Author/DDO)

ED 088 870 SP 007 843

Sharing Educational Success. A Handbook for the Validation of Educational Practices.

Office of Education (DHEW), Washington, D.C.

Pub Date Feb 74

Note—120p.; Prepared in cooperation with the National Advisory Council on Supplementary Centers and Services, the National Association of State Advisory Council Chairmen, and the State educational agencies

EDRS Price MF-$0.75 HC-$5.40

Descriptors—*Demonstrations (Educational), Educational Change, *Educational Improvement, Educational Practice, Educational Quality, Evaluation Criteria, *Evaluation Methods, Federal Programs, *Program Effectiveness, *Validity

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III

This handbook addresses itself to the identification and validation of successful programs and practices that may facilitate constructive educational change in the nation's schools. The effort focuses on projects funded by Title III of the Elementary and Secondary Education Act (ESEA), which operates under a legislative mandate to fund exemplary practices as demonstration sites for educational innovation. Exemplary projects are nominated for validation by their respective states according to three criteria: a) effectiveness/success, b) cost information, and c) exportability. The handbook includes a description of the validation procedures and the necessary application and review forms. The application for validation consists of five parts: a) information and project description, b) evidence of effectiveness/success, c) cost information, d) evidence of exportability, and e) certifications and supporting documents. The application is reviewed and rated before an on-site validation team is commissioned. The team is responsible for the validation of evidence submitted by the applicant with regard to a) project description, b) effectiveness/success, c) cost, and d) exportability. (Author)

ED 088 871 SP 007 844

Martin, Marian

Attitude Change after Behavioral Training.

Arizona Univ., Tucson. Arizona Center for Early Childhood Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [74]

Contract—OEC-3-7-70706-3118

Note—41p.

EDRS Price MF-$0.75 HC-$1.85

Descriptors—*Behavior Change, Behavior Patterns, *Changing Attitudes, Day Care Services, Educational Attitudes, *Inservice Teacher Education, *Preschool Teachers, Teacher Attitudes, *Teacher Behavior

This paper reports the results of a survey of attitudes administered in conjunction with a program of behavioral training. The trainees were employees of federally supported child care centers, and the program was specifically designed to modify some behaviors of the trainees toward the children with whom they worked. The training staff consisted of graduate students in developmental psychology. The training methods, which can be described as behavioral engineering, consisted of situations in which trainees observed demonstrations of various goal behaviors and subsequently practiced these behaviors themselves. Lectures, discussions, written materials, and assignments followed each observation and practice session. The pre- and post-training survey covered three main areas of child development and management: a) the use of reward and punishment, b) the reasons children behave as they do, and c) the use of written records in day care centers. The results of the post-survey show that a) with regard to use of reward and punishment, many subjects registered a positive change in attitude; b) with regard to explanations of children's behavior, there was no significant change in the attitude of the subjects; and c) subjects developed a clearer awareness of the necessity of record keeping although the competence with which they kept records showed little improvement. (HMD)

ED 088 872 SP 007 845

Eve, Arthur W. And Others

An Evaluation of the Washington, D.C. Urban Staff Development Laboratory.

Massachusetts Univ., Amherst. Inst. for Governmental Services.

Spons Agency—Model Cities Program (HUD), Washington, D.C.

Pub Date Aug 73

Note—230p.

EDRS Price MF-$0.75 HC-$11.40

Descriptors—Community Involvement, *Inservice Teacher Education, Staff Improvement, Teacher Education, *Teacher Improvement, *Urban Education, *Urban Teaching

Identifiers—Model Cities Program

This evaluation of the Urban Staff Development Laboratory Graduate Program consists of seven sections: a) background of the project, b) program description, c) presentation of program objectives and assessment of their accomplishment, d) achievement data on students enrolled in the program, e) psychological education as it relates to the socioemotional learning environment, f) report of community involvement in the program, and g) a summary. The ultimate objective of the project was to provide quality education for youth living in the Model Cities Neighborhood in the nation's capital, by upgrading the competency of elementary and secondary level teachers in the area. The eight specific objectives of the graduate program are a) to increase ability to deal effectively with children and adults in the urban area, b) to create a classroom environment that facilitates individual learning, c) to improve students' skills in reading and math, d) to help Black children develop a positive self-concept, e) to develop research skills in the participants, f) to help teachers assist other teachers

with the development of their instructional programs, g) to increase area residents' knowledge of teaching techniques, and h) to understand community and environmental conditions and their effect on learning. (HMD)

ED 088 873 SP 007 846

Simmons, Ron

An Alternative Curriculum Model for Urban Education and Community Affairs Programs in Higher Education. Working Paper No. 103.

William Paterson Coll., Wayne, N.J. Dept. of Urban Education and Community Affairs.

Pub Date [73]

Note—61p.; A few pages of this document will not reproduce clearly

EDRS Price MF-$0.75 HC-$3.15

Descriptors—*College Programs, College School Cooperation, Community Programs, *Curriculum Development, Higher Education, Teacher Education, *Urban Education

This document describes the urban education program at William Paterson College of New Jersey. Urban education is defined as educating people for living and in coping with an urban environment, including politics, crime and drug prevention, and delivery of services to cities. Some problems in urban education are identified as weak community-college relations, poor assistance from municipal governments, lack of an indigenous power base, misinterpretation of urban issues, and crippling attitudes of educators towards the limited educational background of urban inhabitants. The broad goals of the program at William Paterson include the following: a) to develop a vehicle for the efficient delivery of consultant and resource services to the urban community, b) to improve community-college relations through sound programming and expert coordination of activities, c) to initiate humanistic and professional staff training, d) to provide overall curriculum improvement for public and private schools and universities, and e) to implement an interdisciplinary approach to education. Among the projects conducted by the faculty are the Passaic Human Relations Institute, the Inner City Prison Program (educational services for inmates), and the Passaic County Child Care Agency. (JA)

ED 088 874 SP 007 847

Western Kentucky University Teacher Preparation Evaluation System. Case Study.

Western Kentucky Univ., Bowling Green.

Pub Date [Nov 73]

Note—85p.

EDRS Price MF-$0.75 HC-$4.20

Descriptors—*Evaluation Techniques, *Graduate Surveys, Performance Based Teacher Education, Program Development, *Program Evaluation, *Teacher Evaluation, *Teacher Programs

Identifiers—Distinguished Achievement Awards Entry

Western Kentucky University is engaged in testing an evaluation system designed to obtain objective, quantifiable data on graduates of its teacher education program. Each year 20 elementary and 20 secondary participants are randomly selected at the beginning of their student teaching experience. Participants are observed during their preservice student teaching and at the end of their first, third, and fifth years as practicing teachers. Instruments used for data collection are five general types: questionnaires, personality scales, rating scales, direct classroom observation systems, and transcripts of grades. At the end of each data collection period, all information is placed on computer disc and a continuing data base is maintained. Appropriate statistics are computed and made available for study by faculty. To date, 2 years of data collection have been completed and planning for a third is now in progress. Seventy-eight student teachers and 22 practicing teachers have been studied in 70 different schools in Kentucky. Descriptive statistics are available for approximately 230 measured variables. (Author/HMD)

ED 088 875 SP 007 848

Wright, Lawrence S.

Development of a Base for the Re-evaluation of the Professional Segment of the Master of Science Degree Program in Industrial Education at the University of Wisconsin-Stout. Part I: Introduction to the Problem.

Wisconsin Univ. - Stout, Menomonie. Graduate Coll.

Pub Date Jun 73

Note—52p.; For related documents see SP 007 849-SP 007 855

EDRS Price MF-$0.75 HC-$3.15

Descriptors—*Industrial Education, Job Analysis, Literature Reviews, Secondary Schools, *Teacher Role

This study is the first of eight in a project on teachers in industrial education. The study was designed to lead towards the identification of tasks required in the successful performance of the professional role of the secondary school industrial education teacher. It was also designed to be of specific use in the re-evaluation of the M.S. degree program at the University of Wisconsin-Stout. This paper is devoted to a review of related literature. The use of analysis as a basis for identifying objectives for education is traced back to Plato (c. 400 B.C.) and, in the field of industrial education, to Pestalozzi's analysis (c. 1800). The literature review describes the work of Taylor, Allen, Charters, and Smith, among others, and ends with the current emphasis on performanced-based teacher education. (JA)

ED 088 876 SP 007 849

Wright, Lawrence S.

Development of a Base for the Re-evaluation of the Professional Segments of the Master of Science Degree Program in Industrial Education at the University of Wisconsin-Stout. Part II: Frequency and Importance of Their Professional Tasks as Reported by Wisconsin Junior High School Industrial Arts Teachers.

Wisconsin Univ. - Stout, Menomonie. Graduate Coll.

Pub Date Jun 73

Note—65p.; For related documents see SP 007 848, SP 007 850-SP 007 855

EDRS Price MF-$0.75 HC-$3.15

Descriptors—*Industrial Arts, Industrial Education, *Secondary School Teachers, *Teacher Attitudes, *Teacher Responsibility, *Teacher Role

This second paper in the series of reports on a study of the professional tasks of Wisconsin junior high school industrial arts teachers is devoted to answering two questions: With what frequency do Wisconsin junior high school industrial arts teachers perform professional tasks? What importance do they assign to professional tasks? Data were gathered from responses to a questionnaire. Areas covered by the questionnaire were teacher's grade level, teaching experience, frequency rating assigned by teacher for each first-level, second-level, and third-level task, and importance rating of those tasks. Tables include a statistical breakdown of the results into types of tasks, frequency ratings, and importance ratings. (JA)

ED 088 877 SP 007 850

Wright, Lawrence S.

Development of a Base for the Re-evaluation of the Professional Segment of the Master of Science Degree Program in Industrial Education at the University of Wisconsin-Stout. Part III: Frequency and Importance of Their Professional Tasks as Reported by Wisconsin Junior-Senior High School Industrial Arts Teachers.

Wisconsin Univ. - Stout, Menomonie. Graduate Coll.

Pub Date Jun 73

Note—66p.; For related documents see SP 007 848-SP 007 849, SP 007 851-SP 007 855

EDRS Price MF-$0.75 HC-$3.15

Descriptors—Industrial Arts, *Industrial Education, Secondary Schools, Statistical Data, *Teacher Attitudes, *Teacher Role

This document reports on a study of the professional tasks of Wisconsin junior-senior high school industrial arts teachers. It presents data which show the frequency with which the teachers perform their professional tasks and the importance which they attach to these professional tasks. The data are presented and analyzed in a series of tables and in two appendixes. These appendixes show the frequency and importance ratings assigned each first-level, second-level, and third-level task as reported by those teaching industrial arts subjects in junior-senior high schools in Wisconsin during the academic year 1971-72. Ranks in each appendix are assigned on the basis of the median value. The interquartile range given is a measure of agreement among those responding. These data are part of a larger study of junior, junior-senior, senior high school, and capstone teachers of industrial education subjects in Wisconsin for the purpose of re-evaluating the B.S., M.S., and Ed.S. degree programs in industrial education at the University of Wisconsin-Stout. (Author/DDO)

ED 088 878 SP 007 851

Wright, Lawrence S.

Development of a Base for the Re-evaluation of the Professional Segment of the Master of Science Degree Program in Industrial Education at the University of Wisconsin-Stout. Part IV: Frequency and Importance of Their Professional Tasks as Reported by Wisconsin Senior High School Industrial Education Teachers.

Wisconsin Univ. - Stout, Menomonie. Graduate Coll.

Pub Date Jun 73

Note—64p.; For related documents see SP 007 848-SP 007 850, SP 007 852-SP 007 855

EDRS Price MF-$0.75 HC-$3.15

Descriptors—Industrial Arts, *Industrial Education, Senior High Schools, Statistical Data, *Teacher Attitudes, *Teacher Role

This document presents data on the frequency with which senior high school industrial education teachers perform their professional tasks as reported by the teachers in a study during the 1971-72 academic year. Also presented are data which show the importance which these senior high school industrial education teachers attach to their professional tasks. The document contains seven tables and two appendixes. This study was part of a larger study of junior, junior-senior, senior, and capstone teachers of industrial education subjects in Wisconsin for the purpose of re-evaluating the B.S., M.S., and Ed.S. degree programs in industrial education at the University of Wisconsin-Stout. (Author/DDO)

ED 088 879 SP 007 852

Wright, Lawrence S.

Development of a Base for the Re-evaluation of the Professional Segment of the Master of Science Degree Program in Industrial Education at the University of Wisconsin-Stout. Part V: Frequency and Importance of Their Professional Tasks as Reported by Wisconsin Capstone Industrial Education Teachers.

Wisconsin Univ. - Stout, Menomonie. Graduate Coll.

Pub Date Jun 73

Note—65p.; For related documents see SP 007 848-SP 007 851, SP 007 853-SP 007 855

EDRS Price MF-$0.75 HC-$3.15

Descriptors—Industrial Arts, *Industrial Education, Secondary Schools, Statistical Data, *Teacher Attitudes, Teacher Responsibility, *Teacher Role

Identifiers—*Capstone Industrial Education Teachers

This document presents data on the frequency with which Wisconsin capstone industrial education teachers perform their professional tasks and on the importance which they attach to these professional tasks. The data are presented in a series of tables and in two appendixes. This study is part of a larger study of junior, junior-senior, senior high school, and capstone teachers of industrial education subjects in Wisconsin for the purpose of reevaluating the BS., M.S. and Ed.S. degree programs in industrial education at the University of Wisconsin-Stout. (Author/DDO)

ED 088 880 SP 007 853

Wright, Lawrence S.

Development of a Base for the Re-evaluation of the Professional Segment of the Master of Science Degree Program in Industrial Education at the University of Wisconsin-Stout. Part VI: Frequency and Importance of Their Professional Tasks as Reported by All Wisconsin Secondary School Industrial Education Teachers.

Wisconsin Univ. - Stout, Menomonie. Graduate Coll.

Pub Date Jun 73

Note—64p.; For related documents see SP 007 848-SP 007 852, SP 007 854-SP 007 855

EDRS Price MF-$0.75 HC-$3.15

Descriptors—Industrial Arts, *Industrial Education, Secondary Schools, Statistical Data, *Teacher Attitudes, *Teacher Role

This study reports the frequency of professional tasks performed by all Wisconsin secondary school industrial education teachers and the importance of those tasks. Data are presented in seven tables and two appendixes. Tables include data on teaching experience, interpretation of median values of frequency ratings, and tasks

receiving low frequency and/or importance ratings. Appendix A presents data that show the frequency rating assigned each first-level, second-level, and third-level task, and Appendix B presents data that show the importance rating assigned each task. The ranks are assigned on the basis of the median value. The interquartile range is a measure of agreement among those responding. This study is part of a larger study designed to develop a base for reevaluation of the professional segment of the master of science degree program in industrial education at the University of Wisconsin-Stout. (PD)

ED 088 881 SP 007 854
Wright, Lawrence S.
Development of a Base for the Re-evaluation of the Professional Segment of the Master of Science Degree Program in Industrial Education at the University of Wisconsin-Stout. Part VII: Significant Differences Between Selected Wisconsin Industrial Education Teacher Groups with Respect to (1) Frequency and (2) Importance of Their Professional Tasks.
Wisconsin Univ. - Stout, Menomonie. Graduate Coll.
Pub Date Aug 73
Note—81p.; For related documents see SP 007 848-SP 007 853, SP 007 855
EDRS Price MF-$0.75 HC-$4.20
Descriptors—Industrial Arts, *Industrial Education, Secondary Schools, Statistical Data, *Teacher Attitudes, *Teacher Role
This document reports on a study of the frequency with which professional tasks are performed by industrial arts education teachers in Wisconsin and the importance they attach to those tasks. To obtain data the following questions were asked of junior high, junior-senior high, senior high, and capstone-level teachers: What differences, if any, exist between each set of two teacher groups in their response to the frequency with which they perform their professional tasks? What differences, if any, exist between each set of two teacher groups in their response to the importance they attach to their professional tasks? Data are presented in a series of 45 tables. Examination of those tasks for which responses to either frequency or importance were found to be significantly different between teacher groups is recommended as a step in developing an instructional program to help with professional task development. The study concludes that the teacher groups tend to be drawn from one population in terms of their perceptions of both frequency and importance of their professional tasks. (PD)

ED 088 882 SP 007 855
Wright, Lawrence S.
Development of a Base for the Re-evaluation of the Professional Segment of the Master of Science Degree Program in Industrial Education at the University of Wisconsin-Stout. Part VIII: Importance of Industrial Education Teacher's Professional Tasks as Seen by a Jury of Selected Leaders in Education.
Wisconsin Univ. - Stout, Menomonie. Graduate Coll.
Pub Date Aug 73
Note—74p.; For related documents see SP 007 848-SP 007 854
EDRS Price MF-$0.75 HC-$3.15
Descriptors—Industrial Arts, *Industrial Education, Secondary School Teachers, *State Supervisors, Statistical Data, *Teacher Attitudes, *Teacher Role
This study was conducted a) to determine the importance that a jury of selected national leaders in education attaches to each of the professional tasks for secondary school industrial education teachers and b) to find out what differences, if any, exist between the importance judgments of the jury and those of each of four industrial education teacher groups (junior, junior-senior, senior high school, and capstone). The jury was composed of state consultants in industrial education, state teacher education officers, and selected leaders in education and industrial education. Results indicate that the teacher groups are 97.2% in agreement on the frequency with which they perform their tasks and 99.0% in agreement on the importance they attach to these professional tasks. The level of agreement between the jury and the industrial education teacher subgroups, however, was found to be only 89.6%. Of the 170 significant differences found between the jury and the subsets of teacher groups, the jury gave the higher of the two importance ratings in 68% of the cases. (Author/DDO)

ED 088 883 SP 007 858
Smith, Edward L.
Techniques for Instructional Design.
Pub Date Apr 74
Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 16, 1974)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Conceptual Schemes, *Content Analysis, *Instructional Design, Intellectual Disciplines, Performance Criteria, *Skill Analysis, *Task Analysis
Techniques were developed for designing instruction for discipline-based curriculum areas. The approach integrated aspects of previous work in behavioral objectives, the structure of knowledge, learning hierarchies, and information-processing psychology and made explicit their relations to instructional design. Three kinds of analysis were involved: a) content analysis and cataloging of the conceptual systems of a discipline, b) task analysis of performance requirements for each type of conceptual system, and c) skills analysis of processes and strategies by which specific performance requirements can be carried out. Use of the techniques has demonstrated their effectiveness in organizing content, identifying relevant tasks, and suggesting relevant empirical investigations. (Author)

ED 088 884 SP 007 859
Orme, Michael E. J. *Purnell, Richard F.*
Behavior Modification and Transfer in an Out-of-Control Classroom. Monograph Number 5.
Harvard Univ., Cambridge, Mass. Center for Research and Development in Educational Differences.
Spons Agency—Harvard Univ., Cambridge, Mass.; Office of Education (DHEW), Washington, D.C. Cooperative Research Program.
Pub Date 68
Contract—OEC-5-10-239
Note—47p.
Available from—Publications Office, Longfellow Hall, Appian Way, Cambridge, Massachusetts 02138 (No price quoted)
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*Behavior Change, Conditioned Response, *Inservice Teacher Education, *Positive Reinforcement, *Student Behavior, Student Motivation, *Teacher Behavior, Teaching Techniques, Underachievers
Three hypotheses were tested in this 6-week study: a) training in systematic application of strategies designed to reinforce desirable pupil behavior would enable the teacher to develop and maintain classroom control and increase pupil learning; b) desirable pupil behavior thus produced could be transferred from one classroom to another in which the teacher was not using the strategies; and c) pupils would respond to the change in teaching strategies despite previous histories of disruptive behavior. In addition to utilizing a token reinforcement program, the design emphasized teacher training, involved the manipulation of surrounding conditions and curriculum variables, and employed video tapes both in training and in subsequent measurement and analysis. The token reinforcement system, which enabled students to use points earned for desirable behavior to purchase various items, was introduced to Room B--half of a classroom of 18 students. Students in Room A earned desirable behavior points in order to gain entrance to Room B. During the course, desirable pupil behavior increased approximately 30%. The reinforcement rates of both teachers increased. Desirable pupil behavior was found to be a function of teacher reinforcement. The results of the study support the hypotheses tested, but further research is needed to reach a greater level of sophistication in the definition of teaching techniques that work. (HMD)

ED 088 885 SP 007 860
Soares, Anthony T. *Soares, Louise M.*
Self-Perceptions as Affective Dimensions of Student Teaching.
Pub Date Apr 74
Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1974)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Attitudes, *College Supervisors, *Cooperating Teachers, *Interpersonal Relationship, *Perception, Self Concept, *Student Teachers
Measurement of the interpersonal perceptions of student teachers, college supervisors, and cooperating teachers in the pupil schools revealed that the interns' self-concepts were similar to their perceptions of how their college supervisors would rate them as prospective teachers but highly dissimilar to their perceptions of their cooperating teachers' views. The actual ratings by the two groups of professionals were much lower than the students thought they would be. Interpretations of these results involved the affective dimension of the emergent self-concept. (Author)

ED 088 886 SP 007 861
Metz, A. Stafford *Fleischman, Howard L.*
Teacher Turnover in Public Schools: Fall 1968 to Fall 1969.
National Center for Educational Statistics (D-HEW/OE), Washington, D.C.
Report No—DHEW-OE-74-11115
Pub Date 74
Note—49p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($.85)
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*Faculty Mobility, *Public Schools, *Surveys
These data on teacher turnover in 1968-69 are based on responses from a sample of principals of U.S. public schools surveyed in spring 1970. The survey utilized a sample of 1,205 local public schools representative of 81,000 such schools in districts with enrollments of 300 or more. The population of public schools sampled was stratified by three characteristics: school level, location, and enrollment size. The document presents a description of the results and supportive tables in answering the following questions: How many teachers separated from public schools? Did teachers separate at the same rates from schools of different levels and in different locations? How many teachers were added to public schools? How do teacher additions and separations compare? How do teacher turnover rates in the present survey compare with those of earlier surveys? How many schools had teacher separations? How many schools had teacher additions? Included as appendixes are a description of the general methodology of the survey, a description of the sampling reliability, and a copy of the questionnaire used for this report. (JA)

ED 088 887 SP 007 862
Buckley, Richard Dale *Dickmann, Leonore W.*
Student Teachers - Supervising Teachers: A Study in Personality.
Pub Date [69]
Note—10p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Anxiety, *Cooperating Teachers, Elementary Education, Personal Adjustment, *Personality Assessment, Personality Tests, *Student Teachers, *Student Teaching
This study investigated the change in anxiety levels of elementary education student teachers from pre- to post-experience as it related to how they were different from their supervising classroom teachers in the intellectual dimension of practicality. The "Omnibus Personality Inventory, Form F" was the instrument used to determine anxiety levels and intellectual dispositions. There appears to be no relation between the change in anxiety level and the way that a student teacher and a supervising teacher are related in intellectual disposition. (Authors)

ED 088 888 SP 007 863
Resurreccion, Richard L.
A Report on the Baltimore City Public Schools' Workshop for Teachers of Disadvantaged Vocational Students, Summer, 1973.
Pub Date Nov 73
Note—25p.
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*Disadvantaged Youth, *Effective Teaching, *Industrial Arts Teachers, Inservice Teacher Education, Summer Institutes, *Teacher Workshops, Teaching Procedures, Urban Teaching, *Vocational Education Teachers
Identifiers—Baltimore City Schools, University of Maryland

To help teachers develop effective procedures for dealing with disadvantaged vocational students, the Baltimore City Public Schools sponsored a summer workshop in cooperation with the College of Education at the University of Maryland. As a result of this workshop, teachers were to a) become sensitive to the problems of disadvantaged students, b) recognize different value systems affecting behavior, c) become familiar with innovative educational techniques, d) learn to use effective instructional methods with slow learners, e) be exposed to the concept of team teaching, f) learn ways of improving the relationship between academic and shop studies, g) learn procedures that would minimize discipline problems, h) experiment with several instructional methods; and i) be able to write their program objectives behaviorally. Workshop participants agreed that the workshop met its stated objectives, that the instructional staff and resource personnel performed excellently, and that the workshop program should be continued. Recommendations for future workshops included greater participation by supervisors and administrators; representation at the workshops of labor unions and community religious leaders; use of field trips; and broadened workshop time, scope, and research. (HMD)

ED 088 889 SP 007 864
Andersen, Hans O.
Competency Based Instruction for Teacher Preparation in Developing Countries.
Pub Date [73]
Note—16p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Developing Nations, *Models, *Performance Based Teacher Education, Skill Development, Teacher Behavior, *Teacher Education, Teaching Skills

The need to modernize teacher education procedures is a universal problem. This need is particularly evident in developing countries where adherence to the old syllabi and the "tried and true" methods of instruction is strong and where highly trained personnel capable of leading a reform are in short supply. This model for a competency approach to teacher education could be developed into a viable teacher education program. It is skeletal because teacher preparation must be sensitive to the requirements of the local society. Consequently, the meat for the bones must be added locally by those people most sensitive to local needs, problems, and demands. (Author/DDO)

ED 088 890 SP 007 865
Clark, Christopher M. And Others
Teacher Self-Improvement through Teacher Training Products: An Experimental Course. Research and Development Memorandum No. 119.
Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date Mar 74
Contract—NE-C-00-3-0061
Note—35p.
EDRS Price MF-$0.75 HC-$1.85
Descriptors—Communication Skills, Educational Experiments, *Effective Teaching, Group Dynamics, Methods Courses, Summative Evaluation, *Teacher Education

An experimental course was conducted to test three products that may be included in the Systematic Teacher Training Model being developed by the Stanford Center for Research and Development in Teaching Program on Teaching Effectiveness. The subjects were 14 intern teachers enrolled in the Stanford Secondary Teacher Education Program, the interns' curriculum and instruction professor, and their supervisor. The course consisted of a 6-hour self-observation training program, a 10-hour group process training curriculum, and a 12-hour communication skills workshop. Questionnaires soliciting feedback from the subjects on satisfaction with participation, clarity of instructions, clarity of text, usefulness of training in teaching, and instructiveness of training were administered at the end of each session. The subjects recorded their personal reactions to the training and descriptions of their attempts to apply the training in their teaching. Pretests and posttests were used to evaluate the effectiveness of parts of the self-observation training program and the communication skills workshop. The subjects' overall reaction to the training course was moderately favorable. No serious problems were encountered in the administration of the training products. Results indicate that the experimental course format is a useful and convenient method for obtaining trainee feedback on teacher training products. (Author)

ED 088 891 SP 007 866
A Bibliography on Drug Abuse and Drug Education.
United States Air Forces in Europe, Wiesbaden (West Germany).
Report No—USAFEP-212-4
Pub Date 1 Sep 73
Note—279p.
EDRS Price MF-$0.75 HC-$13.80
Descriptors—*Annotated Bibliographies, Bibliographies, *Drug Abuse, *Drug Education, Health Education

This document is a bibliography of printed materials and audiovisual aids on drug abuse and drug abuse education. Many of the entries are annotated. The bibliography was prepared primarily as a buying guide for librarians and as a practical reference tool for Air Force-sponsored activities. It includes sections on books, doctoral dissertations, pamphlets and documents, journals, articles from general and technical journals, articles from military journals, and audiovisual materials. An asterisk is used to indicate books recommended for most libraries. An "F" entered at the end of an entry indicates a work of fiction considered a valid presentation of the drug scene or of the drug abuse problem. Out-of-print items, included because of particular value, are noted with "OP" at the end of the entry. A subject index is included. (JA)

ED 088 892 SP 007 867
Edeburn, Carl E. Landry, Richard G.
Teacher Self-Concept and Student Self-Concept.
Pub Date 74
Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1974)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Changing Attitudes, *Elementary School Students, *Elementary School Teachers, *Self Concept, *Teacher Influence, Teachers

This research concerns the changes in children's levels of self-concept over an academic year and whether these changes are related to the self-concept of their teachers. Data were generated from 16 self-contained classrooms in the third, fourth, and fifth grades of a midwestern city. Students' self-concepts were measured by the primary form of the "Self Appraisal Inventory." Teachers' self-concepts were measured by the "Index of Adjustment of Values." The statistical procedures included the related t test and residual gains analysis. A general pattern of attrition of self-concept was evidenced and was significantly related to the self-concepts of teachers. (Author)

ED 088 893 SP 007 868
Mehlinger, Howard D. And Others
A Preliminary Report on the Objectives, Goals, and Missions of the School of Education, Indiana University for the Period 1973-1978.
Indiana Univ., Bloomington. School of Education.
Pub Date Mar 73
Note—43p.
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*Educational Change, *Educational Objectives, Educational Planning, *Schools of Education, *Teacher Education

This paper describes how the School of Education at Indiana University intends to take maximum advantage of available resources during the coming 5 years. It is organized around four primary functions of the School of Education and discusses how each of these functions contributes to the overall mission of the school to deal with problems of educational change. For each function, specific operational examples are cited. The four functions are a) to prepare professional personnel who are able to stimulate, plan, manage, and evaluate educational change; b) to produce basic knowledge about education necessary and sufficient to support educational change; c) to develop products, practices, and procedures aimed at promoting and facilitating change in education; and d) to establish and maintain synergistic relationships between the School of Education and its clients that enable all parties to respond positively to the need for educational change. Appended is an outline of target objectives and priorities. (DDO)

ED 088 894 SP 007 869
Lux, John E.
The Impact of Field Experiences on the Competencies and Attitudes of Prospective Social Studies Teachers.
Pub Date [73]
Note—12p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Field Experience Programs, *Performance Based Teacher Education, *Preservice Education, Skill Development, *Teacher Education, Teaching Skills

This document reports on a project designed to determine whether the amount and type of field experiences of students prior to student teaching would influence the achievement of competencies and result in different instructional patterns and attitudes of prospective teachers. Important subquestions were whether it was desirable to provide basic theory in the concepts of NUSTEP (Nebraska University Secondary Education Program--a pre-student teaching, competency-based program) prior to field experiences and whether basic skill competencies should be demonstrated in simulated experiences prior to field experiences. Results of the research are presented in a series of tables. Conclusions are drawn for each hypothesis and recommendations for field experiences are made. (DDO)

ED 088 895 SP 007 870
Splaine, John E.
Academic Standards for Admission to Programs Preparing Teachers of Low-Income Students.
Pub Date [73]
Note—14p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Academic Standards, *Admission Criteria, *Lower Class Students, *Teacher Education, *Teacher Qualifications, Teachers

This study was conducted to determine if there is any correlation between the grade point average of a teacher of low-income students and the effectiveness of his teaching. Ninety-five students from low-income families were asked to identify their "good" teachers. Sixty-five of the 69 specified teachers were then queried about their grade point average in college, both overall and in their majors. The median overall average was 2.8; in their majors, 3.2. Of the nine teachers who were identified most often by students, only two exceeded the mean for the overall grade average, and only two exceeded the mean grade point average in their major. The author concludes that a) there is little evidence in the available research to support the contention that requiring higher grade point averages for admission into teacher education programs will improve teaching in the public schools; b) arbitrary grade point requirements used in determining the admission of prospective teachers may be eliminating many effective teachers of low-income students; and c) further research is needed to determine the extent that arbitrary grade point averages may be eliminating good teachers for any income group. (HMD)

ED 088 896 SP 007 872
An Overview of Alternative Education: Implications for a Teacher Center Model.
Minneapolis Public Schools, Minn.; Minnesota Univ., Minneapolis.
Pub Date Feb 74
Note—6p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Educational Innovation, Experimental Programs, Experimental Schools, Federal Programs, *Teacher Centers, *Teacher Education
Identifiers—*Experimental Schools Program, Minneapolis Public Schools, University of Minnesota

The Minneapolis Public Schools' Experimental School Project, Southeast Alternatives (SEA), consists of four alternative elementary programs and two secondary level programs. The elementary level programs are a) the Contemporary School which incorporates promising practices into an essentially teacher-directed structure; b) the Continuous Progress Primary which allows each child to progress at his own pace; c) the Open School which offers flexible curriculum,

scheduling, and age grouping, with emphasis on helping children learn to think and make independent judgments; and d) the Free School which places emphasis on making the curriculum relevant to present-day issues. At the secondary level the two alternatives are a) the Free School program described above and b) the Marshall University High School where a student designs his own educational program with the consent of his parents. A teacher center has been established cooperatively by Minneapolis Public Schools and the University of Minnesota to provide in-service and preservice training to teachers which is relevant to the Experimental Schools Project and the rest of the Minneapolis School System. The Teacher Center has three governing bodies: the Administrative Committee which advises the director and the board; the Teacher Center Board which has broad program and policy responsibility; and the Inservice Committee which aids in the identification of teacher training needs, both pre- and in-service. (HMD)

TM

ED 088 897 TM 003 406

Mason, Ward S.

A Critique of the Rite of Passage Review of Laboratory and Center Programs Prepared for the Mid Course Assessment.

National Inst. of Education (DHEW), Washington, D.C. Office of Research and Development Resources.

Pub Date 16 May 72

Note—14p.

EDRS Price MF-$0.75 HC-$1.50

Descriptors—Decision Making, Evaluation Methods, Performance Criteria, *Performance Specifications, Program Effectiveness, *Program Evaluation, *Regional Laboratories, *Research and Development Centers

Identifiers—*National Institute of Education, NIE, NIE Archives, Program Review, Rite of Passage Review

This critique lists a number of positive features of the Rite of Passage Review and dwells at somewhat more length on its problems and difficulties. The remarks are organized around several key features of the design which were taken to operationalize the process: 1) Specialist Panel Personnel; 2) Size of Panels; 3) Orientation of Panel Members and Chairmen; 4) Cross-Institutional Substantive Review of Programs; 5) Review Methodology; and, 6) Problems of Consistency Within and Across Panels. (RF)

ED 088 898 TM 003 407

Mason, Ward S.

Problems of Measurement and the NIE Program.

National Inst. of Education (DHEW), Washington, D.C.

Pub Date 29 Aug 73

Note—79p.

EDRS Price MF-$0.75 HC-$4.20

Descriptors—Evaluation, *Evaluation Needs, Measurement, *Measurement Techniques, Program Development, *Program Planning, Program Proposals, Testing, *Testing Problems

Identifiers—*National Institute of Education, NIE, NIE Archives

A need exists for the National Institute of Education (NIE) to extend the range of its concern with measurement into a number of new areas. While the measurement of basic cognitive abilities is well-advanced, accurate measures of affective and higher-order cognitive abilities are not generally available. Measurement could also be extended into other dimensions as well; specifically, the advancement of the ability to measure systems; the development of the measurement sub-disciplines of sociology and political science; improvement of unobtrusive data collection methods such as observation; better support for the research and development community; detection and measurement of unplanned consequences of educational programs; identification of inputs, contexts, and processes related to educational outcomes; emphasizing the importance of theory in deciding what needs to be measured. The author presents tentative recommendations for initiatives into the newly-defined areas of educational measurement. (NE)

ED 088 899 TM 003 447

Racine Feedback and Diagnostic System Users Guide.

Racine Unified School District 1, Wis.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Jan 73

Note—193p.

EDRS Price MF-$0.75 HC-$9.00

Descriptors—*Computer Programs, *Educational Diagnosis, Feedback, Guides, Information Processing, *Input Output, Multiple Choice Tests, *Scoring, Test Results, *Tests, Test Scoring Machines

Identifiers—*Racine Feedback and Diagnostic System

The primary objective of the system is to make the testing process a valuable learning experience for the student and the teacher. The guide gives insight into the application of computerized test scoring and reporting. Information related to preparing test answer sheets, processing the completed answer sheets and a description of the various Input Coding Forms is presented. Detailed explanations are given for scoring and report data generation, producing reports, and error messages. At the close of the guide there is a summary of all input coding forms used in the system. See TM003448 for related document. [This document has been reproduced from the best copy available.] (Author/BB)

ED 088 900 TM 003 448

Racine Feedback and Diagnostic System.

Racine Unified School District 1, Wis.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Jan 73

Note—39p.

EDRS Price MF-$0.75 HC-$1.85

Descriptors—*Computer Programs, *Educational Diagnosis, Feedback, Information Processing, *Input Output, Multiple Choice Tests, *Scoring, Systems Analysis, *Tests, Test Scoring Machines

The system is a comprehensive set of computer programs and procedures for assisting in the preparation, scoring and analysis of multiple choice test batteries. The system may be used with either standardized or locally developed tests. For the upper grades the system accepts pupil responses on mark-sense answer sheets. For lower grades pupil responses may be keypunched. When mark-sense forms are used, the system can also interrogate the school districts pupil files and preprint answer sheets for the pupils who are to be tested. A number of tests for each pupil may be analyzed at the same time. A score is computed for each test and a pupil's performance on each test relative to all pupils taking the test in the district is reported. Various types of norms can be used with the system. Mean scores and other summary statistics are reported for groups of pupils. All computer programs are written in American National Standard COBOL to facilitate implementation on most computers. The entire system is designed and written in a modular fashion to permit modifications to existing reports or additional reports to be added. This design permits the system to be understood by the computer analyst. For related document see TM003447. [This document has been reproduced from the best copy available.] (BB)

ED 088 901 TM 003 449

Sells, S. B.

Evaluation of Psychological Measures Used in the Health Examination Survey of Children Ages 6-11.

Public Health Service (DHEW), Washington, D.C.

Report No—PHS-1000-Ser-2-15

Pub Date Mar 66

Note—79p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO:1966 0-206-188, $.45)

EDRS Price MF-$0.75 HC-$4.20

Descriptors—Achievement Tests, Bibliographies, *Children, *Evaluation, *Intelligence Tests, Literature Reviews, Projective Tests, Self Concept Tests, Test Reliability, *Test Reviews, *Tests, Test Validity

Identifiers—Draw A Man Test, *Health Examination Survey, Thematic Apperception Test (TAT), Wechsler Intelligence Scale for Children (WISC), Wide Range Achievement Test (WRAT)

In this report the psychological procedures used in the Health Examination Survey conducted between June 1963 and December 1965 for children ages 6 through 11 are critically evaluated. In his analysis, the author combines his own professional competence with the information obtained in an extensive survey of literature pertaining to the four procedures used--The Wechsler Intelligence Scale for Children, the Wide Range Achievement Test, a modification of the Draw-A-Man Test, and the Thematic Apperception Test. The result is an evaluation of the instruments which is made in terms of their validity, reliability, and applicability for use in the Health Examination Survey. Finally, the author points out the strengths and weaknesses of each procedure and makes recommendations concerning the eventual use of data obtained in the Survey. This report contains a bibliography of 700 references. For a related document see TM003450. (Author/MLP)

ED 088 902 TM 003 450

Schaie, K. Warner

A Study of the Achievement Test Used in the Health Examination Survey of Persons Aged 6-17 Years.

Public Health Service (DHEW), Washington, D.C.

Report No—PHS-1000-Ser-2-24

Pub Date Jun 67

Note—72p.

EDRS Price MF-$0.75 HC-$3.15

Descriptors—Academic Achievement, *Achievement Tests, *Age Grade Placement, Arithmetic, Elementary School Students, Junior High School Students, *Predictive Ability (Testing), Reading, Secondary School Students, *Test Reviews, *Test Validity

Identifiers—Health Examination Survey, *Wide Range Achievement Test (WRAT)

The suitability of the Wide Range Achievement Test (WRAT) as a valid measure of school achievement for use on a national health survey is discussed. It was found that the Arithmetic and Reading sections of the 1963 Revised Wide Range Achievement Test have reasonably good construct validity as judged by their relation to the Stanford and the Metropolitan Achievement Tests. The WRAT was found to be suitable for use with children of widely differing socioeconomic backgrounds and different ability levels. The Arithmetic section was found to be valid at both high and low ability levels. The Reading section, however, was not suitable for high school students at the low end of the ability continuum. The validity of the WRAT as an estimate of grade level placement showed considerable variation. In spite of the fact that the validity coefficients vary considerably, depending on the grade level and geographical region involved, there is sufficient evidence of substantial correlation with criterion measures at every age level investigated to consider the WRAT a satisfactory brief estimate of school achievement. For a related document see TM003449. (Author/MLP)

ED 088 903 TM 003 452

Benedict, Larry

A Practical Guide for Evaluation.

Capitol Region Education Council, West Hartford, Conn.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Aug 73

Note—124p.

Available from—Capitol Region Education Council, 443 Windsor Avenue, Windsor, Connecticut 06095 ($3.50)

EDRS Price MF-$0.75 HC-$5.40

Descriptors—Administrator Guides, Data Collection, *Decision Making, *Educational Administration, Educational Objectives, *Evaluation, *Guides, *Schools

This booklet has been prepared as a guide to evaluation for educational decision-makers. It is intended primarily for administrators although it may be appropriate to other decision-makers as well. The major purpose of this booklet has been to discuss the "what" and why" of evaluation rather than the "how to." After dealing with

some basic concepts of evaluation to clarify misunderstandings and misinformation, the author deals with the practical steps of evaluation: Who should negotiate the contract? Who Initiates Evaluation? What are "goal process" and "parts process" and how are they matched? What are the steps in putting the process of evaluation into operation? What are the criteria for assessing observational techniques? What will a decision-maker do with an evaluation report? What can the decision-maker do if a school district has limited resources? A glossary of terms and a list of additional references are included. (MLP)

ED 088 904 TM 003 455
Goldman, Roy D. Richards, Regina
The SAT Prediction of Grades for Mexican-American Versus Anglo-American Students at the University of California, Riverside.
Pub Date [72]
Note—9p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Anglo Americans, Bilingual Students, College Admission, *College Freshmen, Grade Point Average, *Grade Prediction, *Mexican Americans, Multiple Regression Analysis, *Predictive Ability (Testing), *Predictive Validity, Racial Differences
Identifiers—*Scholastic Aptitude Test (SAT)
The predictive validity of the Scholastic Aptitude Test (SAT) for Mexican-Americans is investigated. Forty-two Mexican-American freshmen students who entered the University of California, Riverside, in the Fall 1971 participated in the study. Analyses of variance concerning ethnic groups on GPA (grade point average) and SAT verbal (SATV) and math scores (SATM) were performed indicating higher Anglo-American scores on all measures. The hypothesis that both groups can be described by the same regression plane can be rejected. When the Anglo-American regression equation was used to predict the grades of Mexican-American students, substantial overprediction resulted. If separate equations are calculated for each subgroup, the SAT is almost as predictively valid for Mexican-American students as it is for Anglo-American students. It would appear that the pattern of standardized regression rates for GPA and SATM (since Mexican-American students score higher on math probably due to bilingualism, in which vocabulary might be more affected than mathematical reasoning) does not maximize grade success for the ability profiles of Mexican-American students as a group. (RC)

ED 088 905 TM 003 457
Nelson, Ronald H. And Others
Community Considerations in the Evaluation of a Children's Residential Treatment Center.
Pub Date Aug 73
Note—9p.; Paper presented at the Annual Meeting of American Psychological Association (Montreal, Canada, August 27-31, 1973)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Behavior Change, *Community Role, Emotionally Disturbed Children, *Experimental Programs, Mentally Handicapped, Parent Child Relationship, *Program Evaluation, Psychological Evaluation, *Residential Programs, Socially Deviant Behavior
This paper describes a model for the evaluation of a children's residential treatment center which houses the emotionally disturbed and mentally handicapped. This model is derived from the transactional perspective discussed by Kelly and Newbrough. It suggests that serious consideration be given to those variables, particularly family life style development, which manifest themselves within the community and infringe upon the child's ability to cope within that context. The four areas of data collection for residential treatment program evaluation include: (1) a community baseline relating to the family system; (2) a residential baseline; (3) the child's behavior at the time of discharge; and (4) the conditions present at the time of the child's re-entry. The evaluation theoretical considerations raise a number of questions regarding key points where the study will focus. The procedure to be used in evaluating are briefly outlined. (Author)

ED 088 906 TM 003 460
Borich, Gary D.
Handbook of Evaluation Instruments for Preparing Educational Personnel for the Handicapped.
Texas Univ., Austin. Research and Development Center for Teacher Education.
Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.
Pub Date Jun 72
Note—136p.
EDRS Price MF-$0.75 HC-$6.60
Descriptors—Affective Tests, Attitude Tests, Cognitive Tests, Evaluation Methods, *Handicapped Students, Learning Disabilities, *Personnel Evaluation, *Program Evaluation, Psychomotor Skills, *Special Education, Special Programs, Student Evaluation, Teacher Evaluation, *Tests, Training Objectives
Fifty-one instruments obtained from eleven projects are listed in this handbook and categorized by: (a) the program for which the instrument was constructed (participant, program, and pupil evaluation); (b) the respondents for whom the instrument is intended (teacher, parent, pupil, participant, etc.); and (c) the behavioral domain which the instrument appears to measure (affective, cognative, psychomotor). The handbook reports and describes these instruments constructed by project staff attempting to identify and disseminate evaluation instruments used to develop, assess, and change procedures for training educational personnel for the handicapped. These instruments are not subject to copyright restrictions. (RC)

ED 088 907 TM 003 461
Durward, M. Lynne Ellis, E. N.
An Evaluation of Computerized Report Cards in Vancouver Secondary Schools.
Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation.
Report No—RR-73-07
Pub Date May 73
Note—58p.
EDRS Price MF-$0.75 HC-$3.15
Descriptors—Academic Achievement, Academic Records, *Computer Oriented Programs, Counselor Attitudes, *Grades (Scholastic), *Grading, Parent Attitudes, *Report Cards, School Surveys, Secondary School Students, *Student Evaluation, Student Records, Teacher Attitudes
Identifiers—Canada
Seven Vancouver secondary schools presently using Computerized report cards participated in the study. Parents and school staff members were administered questionnaires regarding the computer generated reports. The study concluded that a report of academic progress was the primary concern of parents and 77.4% of the parents were generally satisfied with the computerized report cards employing the existing system of using letter grades and teachers' comments by subject although both parents (54%) and school staff (84.8%) wanted provision on the report card for two or more comments per course. Teachers and administrators believed that more students received comments under the computerized system than under the manual system, but that the range of comments was narrower, and the number of comments per course for each student was less with computerized report cards. (RC)

ED 088 908 TM 003 462
Leslie, Susan
Evaluation of Projects in Vancouver Schools Funded By the Local Initiatives Program.
Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation.
Spons Agency—Department of Manpower and Immigration, Ottawa (Ontario).
Report No—RR-73-11
Pub Date Jul 73
Note—17p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Personnel Evaluation, Physical Education, *Pilot Projects, *Teacher Aides, Tutorial Programs
Identifiers—Canada
In the Spring of 1973, The Vancouver School Board operated three projects funded by the Local Initiatives Program (LIP) of the Department of Immigration and Manpower. The projects were: Physical Education Assistant Program; One-to-One Tutoring Program; and Teacher Aids for Learning Assistance Centres. To assess the projects, questionnaires were sent to principals and teachers in schools where the LIP workers were placed. The questionnaire returns indicate that the paraprofessional assistance of the LIP workers was useful. While there were some criticisms of the training of the aids, and the organization of the projects, it is clear that the projects had the support of the principals and teachers concerned. The most convincing evidence of the projects' success was the overwhelming majority of principals and teachers who were in favor of permanent programs of aides in the schools. (Author/MLP)

ED 088 909 TM 003 464
Edwards, Peter Ellis, E. N.
A Study of the Effectiveness of the Vancouver School Board Reading Centre Program.
Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation.
Report No—RR-73-10
Pub Date Jun 73
Note—43p.
EDRS Price MF-$0.75 HC-$1.85
Descriptors—Behavior Change, Communication Skills, Elementary School Curriculum, Formative Evaluation, *Individualized Instruction, Language Development, *Program Effectiveness, *Program Evaluation, Reading Difficulty, Remedial Reading Clinics, *Remedial Reading Programs, Self Esteem
Identifiers—Canada
The study was requested by the Vancouver School Board Reading Centre (VSBRC) and the Education Department of the Vancouver School Board. The main purpose of the study was to make pre-treatment and post-treatment assessments of pupils of the VSBRC so that an evaluation of the VSBRC program could be made. A Questionnaire was sent to the current teachers of the pupils concerned and also to the staff of the VSBRC. Teacher assessments of the pupils' academic skills and behavioural characteristics (both pre-treatment and post-treatment) were collected and analyzed. Results obtained showed that the pupils had improved in the following basic skills related to reading: visual perception, auditory perception, and phonic abilities. Considerable improvement was noted in both oral reading and recall, and silent reading and recall. The students also showed gains in arithmetic skills. Little change was evident in word analysis/vocabulary, while listening comprehension showed a decline. A number of marked, positive behavioural changes were evident in the areas of personal adjustment, social adjustment, effort and motivation. Several recommendation concerning the VSBRC program were made as a result of the study. Further studies of this nature, using more standardized measuring instruments and a control group of students who had a program of instruction from the VSBRC, were suggested for the future. (Author)

ED 088 910 TM 003 465
Edwards, Peter
An Evaluation of the English Enrichment Program (11E) for English Second-Language at Templeton Secondary School.
Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation.
Report No—RR-73-19
Pub Date Jul 73
Note—28p.
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*English (Second Language), Enrichment Programs, Experimental Curriculum, Immigrants, *Intensive Language Courses, Language Enrichment, *Non English Speaking, *Program Evaluation, Secondary School Students, *Second Language Learning
Identifiers—Canada
A study was conducted to determine the effectiveness of the English Enrichment Program in providing special assistance to students who were experiencing difficulty with the English language. Twenty-eight students were used in the experimental group and a further twenty-six students not in the program constituted the control group. Most of the students participating in the study were originally from Hong Kong. Pre- and post-tests were given in listening, speaking, reading, and writing. The staff and students involved also gave their opinions of the service being provided by the special program. A statistical "t" test was made on the gain scores in each skill area to ascertain if there were significant differences between the experimental and the control groups. The analysis of covariance was also applied to the gains in the mean scores in reading. The findings indicated that the experimental group made greater gains in the mean score than the control group in listening and reading skills, but that the differences were not statistically significant. In both Oral and Written English, however, the experimental group did achieve statistically signifi-

cant greater gains than the control group. Recommendations were made relating to further studies of this nature. (Author)

ED 088 911 TM 003 467
Moodie, Allan G.
An Evaluation of the DISTAR Language I Program at Seymour Elementary School.
Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation.
Report No—RR-73-06
Pub Date Apr 73
Note—9p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Concept Formation, Cultural Factors, *Kindergarten, *Language Programs, *Language Skills, *Program Evaluation
Identifiers—Canada, *DISTAR Reading Program
During 1972-73, the Direct Instructional System for Teaching and Remediation (DISTAR) Language I Program, a series of instructional programs developed to teach children the basic skills and concepts in reading, arithmetic, and language, was used in two of the three kindergarten classes at Seymour Elementary School. The three kindergarten classes were used in the study. In one class the parents of the children spoke little or no English at home. The second class consisted of children whose parents spoke English at home. The children in the third class used no DISTAR materials and consisted of children whose parents also spoke English at home. The children represented different racial and cultural backgrounds, but approximately one-half of the sample were Chinese Canadians. During early March, each kindergarten teacher administered a pictorial test to measure the pupils' grasp of the major concepts in the DISTAR Language I Program. From the results, four comparisons were made. In only one of the four comparisons was the difference between the group scores statistically significant; namely, between English speaking parents' children who were in the DISTAR Program and those not using the DISTAR materials. See TM003468 for a related document. (RC)

ED 088 912 TM 003 468
Test of Concepts in the DISTAR Language I Program.
Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation.
Report No—RR-73-06
Pub Date [73]
Note—8p.
Available from—Not available separately, see TM003467
Document Not Available from EDRS.
Descriptors—*Concept Formation, *Fundamental Concepts, *Kindergarten, Language, Language Programs, *Tests, Visual Measures
Identifiers—Canada, *DISTAR Reading Program
The Test of Concepts in the Direct Instructional System for Teaching and Remediation (DISTAR) is a twenty item pictorial identification which is administered orally and asks the kindergarten child to identify familiar objects, superlatives, status of being, verbs, verb tense, multiple attributes, geometric figures, colors, and spatial relationships. It measures pupils' knowledge of the major concepts in the DISTAR Language I Program. To assess mainly conceptual knowledge, the illustrations and oral questions of the evaluative instrument were made intentionally different from the DISTAR materials used in the instructional program. This document supplies no technical information about the test. For related document see TM003467. (RC)

ED 088 913 TM 003 469
Durward, M. Lynne
The Computer Programmer Aptitude Battery: A Field Trial.
Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation.
Report No—RR-73-03
Pub Date Feb 73
Note—10p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Aptitude Tests, Computer Oriented Programs, Computers, Computer Science Education, Job Skills, Management Systems, Norms, *Programers, Secondary School Students, *Student Evaluation, *Systems Analysts, *Test Results
Identifiers—Canada, Computer Programmer Aptitude Battery
This study is on the examination of a battery developed to aid managers and personnel directors in selecting persons with the aptitudes for computer programmer and system analyst positions. It comprises five separately timed tests, measuring the following skills and aptitudes: verbal meaning, reasoning, letter series, number ability, and diagramming. Two Vancouver secondary school teachers administered the Computer Programmer Aptitude Battery (CPAB) to their computer science classes. This study is an examination of those results compared with two other groups for which published norms were available: a group of computer trainees and applicants, and a group of experienced computer programmers and systems analysts. Considering the age and degree of programming experience of those involved, the performance of the computer science students on the CPAB was impressive. They scored well above the average of both more experienced groups. However, the results may be distorted since one of the high school groups was given 25% more time than that specified in the test manual. A more valid comparison of performance could be attained if the test were given to a class whose members shared similar programming experience. (RC)

ED 088 914 TM 003 470
Leslie, Susan Edwards, Peter
Year Two of a Three-Year Evaluation of University Hill Secondary School.
Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation.
Report No—RR-73-22
Pub Date Jul 73
Note—50p.
EDRS Price MF-$0.75 HC-$3.15
Descriptors—Academic Achievement, *Community Resources, Educational Change, *Experimental Programs, Independent Study, *Individualized Instruction, *Program Evaluation, School Attitudes, School Community Relationship, Secondary Grades, *Self Directed Classrooms, Short Courses, Student Adjustment
Identifiers—Canada
The second year (1972-1973) of a three-year evaluation of University Hill Secondary School, three areas of the program were examined: a survey was made of the use of community resources; a study of the adaptability of Grade Eight students to the individualized program; the performance of students on alternative forms of the same standardized test that they took in 1972. The results of these studies reaffirmed the generally positive view of University Hill that emerged from Year One of the evaluation. The use of community resources was found to be extensive and varied. Through the mini-course program, students were exposed to a much wider range of volunteers and community facilities than were students at the comparison schools. Grade Eight students from the three feeder schools were adapting well to University Hill. They were honouring their "contracted time" obligations by attending class, and were devoting a reasonable portion of their unscheduled time to their studies. The results of the testing indicate that the autonomy afforded students at University Hill through the availability of individualized independent programs did not adversely affect student achievement. See ED 076633 for a related document. (MLP)

ED 088 915 TM 003 471
Durward, M. Lynne
Computer-Assisted Instruction in Arithmetic at South Hill Elementary School.
Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation.
Report No—RR-73-08
Pub Date May 73
Note—33p.
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*Arithmetic, *Computer Assisted Instruction, *Elementary Grades, *Program Effectiveness, Program Evaluation
Identifiers—Canada
Grade six and seven students at South Hill Elementary School were involved in the study to evaluate computer-assisted instruction (CAI) in arithmetic. The pupils were divided into three groups: the members of the "Computer Group" each received five minutes of CAI in arithmetic per day in addition to regular arithmetic classes, the "Help Group" received five minutes of group instruction per day in addition to regular arithmetic classes, and the "Zero Group" received no additional instruction. Pre- and post-tests in arithmetic were administered. A questionnaire, designed to determine the attitudes of the pupils towards the computer experiment, their evaluation of its effectiveness and their opinions on possible modifications to the system, was administered. The teacher involved was asked to give his impression of the project. The results indicated that: computer-assisted instruction improves arithmetic skills, and CAI in addition to regular classroom instruction is superior to an equivalent amount of classroom instruction in improving arithmetic skills. None of the results, however, was statistically significant. The students and the teacher considered the project to be beneficial. It was thought, however, that pupils at a lower grade level would benefit more from this particular application of CAI. (Author/RC)

ED 088 916 TM 003 472
Durward, M. Lynne And Others
Evaluation of the Punjabi-English Class at the Moberly Primary Annex for the 1972-73 School Year.
Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation.
Report No—RR-73-20
Pub Date Aug 73
Note—32p.
EDRS Price MF-$0.75 HC-$1.85
Descriptors—Bilingual Teachers, Elementary School Students, *English (Second Language), *English Instruction, Immigrants, Language Skills, *Non English Speaking, *Panjabi, *Program Evaluation, Second Language Learning, Student Adjustment
Identifiers—Canada
This is an interim report of a special program to assist newly-arrived immigrant children from the Punjab in India. It describes a homogeneous class enrolling twenty pupils, all of East Indian origin and between five and eight years of age. The teacher of the Punjabi-English class kept an extensive anecdotal record of the growth and development of her students. An observation of the class was made by an educational psychologist to provide an external objective audit of the pupils' accomplishments. Various tests were administered to the experimental class and a control group of matched East Indian children. The findings showed that the special class appeared to be promoting the personality development of its pupils, particularly in social skills and oral expression. The program achieved its objective of developing in pupils sufficient facility in English so that more than one-half of them merited placement in regular primary classes. The report presents seven recommendations for the extension and further evaluation of the program. (Author/BB)

ED 088 917 TM 003 473
Moodie, Allan G. And Others
An Evaluation of the Experimental Anthropology Program at Magee Secondary School During the Spring Semester of 1973.
Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation.
Report No—RR-73-18
Pub Date Jul 73
Note—20p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Anthropology, Changing Attitudes, *Course Evaluation, Cultural Awareness, Cultural Education, Experimental Programs, Interpersonal Competence, *Secondary Education, Semantic Differential, Values
Identifiers—Canada
This study was performed to examine the effectiveness of an experimental anthropology program conducted in a secondary school. A semantic differential scale consisting of ten pairs of bipolar adjectives was administered in pre- and post-test sessions to anthropology students to measure their attitudes toward the following concepts: Culture, Archeology, Indians, Ethnic Backgrounds, Racial Origins, and Organization of Society. Although the differences between pre- and post-test scores were not statistically significant, it is noted that during the post-test session one one-half of the respondents indicated that their attitudes toward persons of other races and cultural backgrounds had become more tolerant and respectful. The findings indicate that the anthropology program appears to be a worthwhile program in fulfilling its objectives and meeting

the needs of the students. A summary of student responses to a questionnaire and the scale for measuring students' attitudes are contained in the document. (Author/BB)

ED 088 918 TM 003 474
Edwards, Peter
An Evaluation of the Communications Program for English Second-Language Students at Britannia Secondary School.
Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation.
Report No—RR-73-16
Pub Date Jul 73
Note—30p.
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*Communication Skills, *English (Second Language), *English Instruction, English Programs, Immigrants, *Intensive Language Courses, Language Instruction, *Program Evaluation, Secondary School Students, Second Language Learning, Student Evaluation
Identifiers—Canada
A study was conducted to determine how effective was the Communications Program in providing special assistance to students who were experiencing serious difficulty with the English language. Forty-eight students were used in the experimental group at Britannia Secondary School and a further twenty-six students from Templeton Secondary School formed the control group. Most of the students participating were originally from Hong Kong. Pre- and post-tests were given in listening, speaking, reading, and writing. The staff and students involved also gave their opinions of the service being provided by the special program. A statistical "t" test was made on the mean-gain scores in each skill area to ascertain if there were significant differences between the experimental and the control groups. The analysis of covariance was also applied to the mean-gain scores in reading. The results indicated that the Communications Program was having a beneficial effect on the development of positive attitudes towards learning among the students concerned. Sound growth in most of the English language skills was also obtained. A number of recommendations were made relating to the Communications Program and further studies of this nature. (Author)

ED 088 919 TM 003 475
Durward, M. Lynn
The Evaluation of Computer-Based Instruction in Vancouver Secondary Schools.
Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation.
Report No—RR-73-12
Pub Date Jul 73
Note—119p.
EDRS Price MF-$0.75 HC-$5.40
Descriptors—*Computer Assisted Instruction, *Computer Oriented Programs, *Computer Science Education, High School Curriculum, Problem Solving, *Program Evaluation, Questionnaires, *Secondary Schools, Student Evaluation, Teacher Evaluation
Identifiers—Canada
This study was undertaken to examine the status of computer-based instruction in Vancouver secondary schools which is categorized as computer-science courses or traditional courses which use the computer merely as a problem-solving and learning aid. Then schools participated in an examination of the computer-science courses. This aspect of the study consisted of five parts: a questionnaire to teachers, a questionnaire to students, a set of problems for students to measure their problem-solving ability, observation of three computer science classes in progress, and administration of the Computer Programmer Aptitude Battery to one computer class. This study summarized the findings of the teacher and student questionnaires regarding computer based instruction. Observation of three computer science classes generally supported the results of these questionnaires. The performance of the students on the programming problems indicated that they were capable of at least fundamental programming. Examination of one class' performance on the Computer Programmer Aptitude Battery illustrated that the computer science course had helped to improve the students' reasoning ability. Included in the appendices are the student and teacher questionnaires, problem sets, computer games and examples of computer programs written by students. For related documents, see TM003469 and 003476. (Author/RC)

ED 088 920 TM 003 476
Durward, M. Lynn Ellis, E. N.
An Evaluation of the Computer Science 11E Course Offered During the Spring Semester of 1973.
Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation.
Report No—RR-73-21
Pub Date Jul 73
Note—92p.
EDRS Price MF-$0.75 HC-$4.20
Descriptors—*Computer Science Education, *Course Evaluation, Questionnaires, *Secondary School Students, Student Attitudes, Student Evaluation, Teacher Evaluation
Identifiers—Canada
The evaluation of Computer Science 11E, a locally-developed course offered in six Vancouver secondary schools, consisted of four parts: a questionnaire to teachers concerning all aspects of their courses, as well as their own evaluation of the program, a questionnaire to students designed to determine their attitude toward the course and what they considered to be the strengths and weaknesses of the program, a set of programming problems developed to obtain objective evidence of the students' problem-solving ability, and a report on the impressions gained by an independent observer during a visit to one of the computer science classes. The results showed that the objectives of the Computer Science 11E course had been reached. The performance of the students on the programming problems indicated that their grasp of both the BASIC (Beginner's All-Purpose Symbolic Instruction Code) programming language and problem-solving techniques were good. Students willingly applied the knowledge gained in the computer classes to other areas; more than one-half of them wrote programs to solve problems in other courses. Both teachers and students suggested that more hands-on computer time be made available, and that other programming languages, in addition to BASIC be included in the course content. For related documents, see TM003469 and TM003475. (Author/RC)

ED 088 921 TM 003 477
Ellis, E. N.
Evaluation of the Involvement of a Police Officer in Schools of the Killarney District.
Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation.
Report No—RR-73-14
Pub Date Jul 73
Note—57p.
EDRS Price MF-$0.75 HC-$3.15
Descriptors—*Changing Attitudes, Elementary Schools, *Police, *Police School Relationship, *Program Evaluation, Secondary Schools, *Student Attitudes
Identifiers—Canada
An officer on the Youth Detail of the Vancouver Police Department has been actively participating since April 1972, in activities at the Killarney Secondary School and six of its feeder elementary schools. The purpose of the involvement of the officer was to bring about more positive attitudes toward authority and the police and to contribute to the improvement of relationships between youth and the police. In the present study, comparisons were made between "experimental" and "control" groups in terms of pre-treatment scores (November 1972) post-treatment scores (June 1973) and changes in scores on a thirty-eight item scale of student attitudes toward police officers. An analysis was made of the performance of students on selected critical items and of the reactions of teachers and principals to the project. A summary was made of student suggestions of ways by which better relationships could be established between students and the police. The officer's involvement in the schools has enabled pupils to view the policeman as a trusted friend. At the end of the 1972-73 school year students in these schools had a more positive attitude toward the police than did the control group. Recommendations were made for the continuation and extension of the program and for an evaluation of the long-range effects. See TM003478 for a related document. (Author/MLP)

ED 088 922 TM 003 478
A Survey of Students' Attitudes Toward Police Officers.
Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation.
Report No—RR-73-14
Pub Date [73]
Note—5p.
Available from—Not available separately, see TM003477
Document Not Available from EDRS.
Descriptors—Elementary School Students, Police, *Police School Relationship, *Questionnaires, Secondary School Students, Semantic Differential, *Student Attitudes, *Tests
Identifiers—Canada
This 40 item questionnaire was developed to measure students' attitudes toward police officers. For the first 28 items the students read a statement and select a response ranging from agreeing strongly to disagreeing strongly on a five point scale. The students indicate their attitudes toward police on a scale of semantic distance between pairs of polar adjectives for items 29-35. Three items require the students to respond to multiple choice statements. The last two items ask the students for suggestions of ways the police could establish better relationships with students, and students with the police. No other technical information about the questionnaire is given. See TM003477 for a related document. (MLP)

ED 088 923 TM 003 480
Rosen, Pamela, Ed.
Test Collection Bulletin, Vol. 8, No. 1.
Educational Testing Service, Princeton, N.J. Test Collection.
Pub Date Jan 74
Note—18p.
Available from—Educational Testing Service, Princeton, N.J. Test Collection ($2.00 a year Domestic, $2.50 Foreign)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Achievement Tests, *Annotated Bibliographies, Aptitude Tests, Attitude Tests, *Catalogs, *Indexes (Locaters), Interest Tests, Library Collections, Personality Tests, *Testing, *Tests
This quarterly bulletin lists and provides brief annotations for the instruments recently acquired by the Test Collection, a specialized library of tests and test related information. Types of tests listed are: Achievement; Aptitude; Personality, Interests, Aptitudes and Opinions; and Sensory-Motor. Other information includes announcements of new tests soon to be released; tests no longer available; a listing of recent test reviews; and a brief annotated bibliography of new reference materials in testing. Included are the addresses of all publishers or organizations whose materials and services are mentioned. (Author)

ED 088 924 TM 003 481
Thompson, Charles W. N. Rath, Gustave J.
The Administrative Experiment: A Special Case of Field Testing or Evaluation.
Pub Date [71]
Note—34p.
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*Administrative Personnel, Administrator Role, *Evaluation Methods, *Field Studies, Research, Research Design, *Researchers, *Research Methodology
Identifiers—*Administrative Experimentation
This paper describes administrative experimentation--a particular strategy and method of field testing or evaluation. Administrative experimentation can best be described as a specialized form of field testing, field experimentation or evaluation which emphasizes the dual role of administrator and experimenter. This method is first defined in terms of its relation to other methods, and its potential strengths and limitations. Second, the method itself is described in some detail. Finally, case studies of its use are presented to provide a basis for evaluating the usefulness of the method. (Author/MLP)

ED 088 925 TM 003 483
Educational Quality Assessment in Pennsylvania--The First Six Years.
Pennsylvania State Dept. of Education, Harrisburg.
Pub Date 73
Note—21p.
EDRS Price MF-$0.75 HC-$1.50

Descriptors—*Educational Assessment, Educational Objectives, Public Relations, State Programs, State Surveys, Student Evaluation, *Testing Programs
Identifiers—*Educational Quality Assessment, Pennsylvania
Reviewed in this public relations publication is an overview of programs, goals, and procedures written for parents and lay groups as well as segments of the educational community. (RC)

ED 088 926 TM 003 484
Ferneau, Ernest W., Jr.
Drug Abuse Research Instrument Inventory. Fourth Edition and Supplement.
Social Systems Analysts, Cambridge, Mass.
Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md. Center for Studies of Narcotic and Drug Abuse.
Pub Date Jun 73
Note—63p.
EDRS Price MF-$0.75 HC-$3.15
Descriptors—Affective Tests, Alcohol Education, Alcoholic Beverages, *Annotated Bibliographies, Attitude Tests, *Drug Abuse, *Drug Education, Measurement Techniques, *Questionnaires, Smoking, *Tests
Identifiers—*Test Bibliographies
The Drug-Abuse Research Instrument Inventory is a listing of instruments used in drug-abuse research which have been added to the Inventory essentially by searching all the relevant literature of the past ten years, and through spontaneous submissions from the field. The Inventory also includes references, descriptions, etc. Most instruments listed are those generally referred to as behavioral or psychological and are primarily of the paper-and-pencil variety. The Inventory is intended as an aid to researchers interested in locating appropriate measures of variables for drug-abuse studies or methodological work. The Inventory is divided into six sections: Attitudes; Measurement of Subjective and Objective Effects of Drugs; Differentiation and Characteristics of Abusers; Access and Extent; Education and Knowledge; Program-related and Evaluation. Cross-references to instruments in other categories appear at the end of each section. New editions of the Inventory and supplements are sent to the original sources for verification of the accuracy and completeness of their entries. Although most instruments pertain directly to drug abuse and its various aspects, a few instruments do not have drug oriented questions, but are general psychological instruments listed here because of their use in studies of drug use and abuse. (Author/MLP)

ED 088 927 TM 003 487
Anderson, Scarvia And Others
Priorities and Directions for Research and Development Related to Measurement of Young Children: Report on Task 2.
Educational Testing Service, Princeton, N.J.
Spons Agency—Office of Child Development (DHEW), Washington, D.C.
Report No—ETS-PR-72-22
Pub Date Oct 72
Note—37p.
EDRS Price MF-$0.75 HC-$1.85
Descriptors—Action Research, *Children, Cultural Factors, Environmental Influences, Kindergarten Children, *Measurement, Measurement Techniques, Preschool Children, *Research, Research Utilization, Social Influences, *Testing, Testing Problems, Test Validity
A panel of 15 experts in child development, early childhood education and measurement met in September 1972 to assist the Office of Child Development in establishing priorities in improving tests and measurements for young children. A summary of the panel discussion is presented along with the specific recommendations made by the participants. The key issues under consideration were: (1) the special statistical and methodological problems of measuring the behavior of young children and the impact of their environments because of the limited response system of young children and the rapid changes that occur in early life; (2) the considerations of construct-based measurement, particularly the problems of population and ecological validity that are inherent in the use of measures with different cultural groups; and (3) the dependency of the advancement of measurement research and development on appropriate policy decisions, and the availability and training of manpower. (EH)

ED 088 928 TM 003 488
Dewitt, Louis J. Weiss, David J.
A Computer Software System for Adaptive Ability Measurement.
Minnesota Univ., Minneapolis. Dept. of Psychology.
Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.
Report No—RR-74-1
Pub Date Jan 74
Note—76p.
EDRS Price MF-$0.75 HC-$4.20
Descriptors—Aptitude Tests, Branching, *Computer Oriented Programs, Feedback, *Individualized Programs, Individual Tests, Input Output, Item Banks, *Measurement Techniques, *Predictive Ability (Testing), *Testing
Identifiers—Adaptive Testing, *Computer Assisted Testing, Tailored Testing
A system of computer programs designed to control the administration of adaptive ability tests was developed and used for over 2500 hours of ability measurement. The system is capable of administering any combination of two kinds of tests to a given individual without interruption. Each test can be based on one of six different testing strategies and can administer items selected from up to nine different item pools within each strategy. The system is designed to accept either multiple-choice responses or free-response numeric responses. No feedback, feedback after each item, or item-by-item feedback upon completion of testing can be selected differentially for each test and each testee. The requirements of the research design and constraints of the computer system as well as practical considerations are detailed and their role in the design of the system are discussed. Technical requirements of the software system and problems which might arise in a transfer of the software system to another computer system are considered. Some basic concepts of computer programming are developed as an aid to the reader not technically trained in computer concepts. For a related document, see TM003316. (Author)

ED 088 929 TM 003 489
Fennessey, James
Understanding "Fan-Spread" in Achievement Measures.
Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No—R-168
Pub Date Jan 74
Contract—NE-C-00-3-0114
Note—29p.
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*Achievement Tests, *Evaluation, *High Achievers, Longitudinal Studies, *Measurement Techniques, Models, *Scores, Test Interpretation
If educators hope to use educational achievement test scores to assess the impact of instructional programs, they must deal with the phenomenon of "fan-spread"--the tendency for groups with higher average scores to have a greater amount of within-group dispersion of scores. This paper discusses the nature of fan-spread, how it appears in measurement situations, and its complexity in real data. The final section generalizes to the question of choosing a score format for analytical use. (Author)

ED 088 930 TM 003 490
Horowitz, Joseph L. Sedlacek, William E.
Initial Returns on Mail Questionnaires: A Literature Review and Research Note.
Maryland Univ., College Park. Counseling Center.
Report No—RR-10-73
Pub Date [72]
Note—12p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Efficiency, Literature Reviews, *Methods Research, *Questionnaires, *Surveys
Identifiers—*Mail Surveys
The effects of method of reproduction, status of researcher and personalization of signature on the initial rate of return of mail questionnaires were investigated, using a one-page combination cover letter and questionnaire mailed to 200 full professors, 200 associate professors and 200 assistant professors at the University of Maryland, College Park. The levels of each experimental variable were: Status (professor, graduate student); signature (hand signed in ink, mimiographed facsimile); reproduction (typed, photocopied, mimiographed). A response rate of 69% was obtained, without using any follow-up procedures. Chi square analyses indicated no significant differences in the rate of returns for the levels of any of the experimental variables. It appears that initial return rate will not be significantly affected by using the most efficient, least expensive method available. (Author)

ED 088 931 TM 003 491
Klausmeier, H. J. And Others
An Individually Administered Test To Assess Level of Attainment and Use of the Concept Equilateral Triangle.
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No—TR-257
Pub Date Aug 73
Contract—NE-C-00-3-0065
Note—38p.
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*Cognitive Processes, Cognitive Tests, *Concept Formation, Elementary School Students, Geometric Concepts, Individual Tests, Kindergarten Children, Secondary School Students, Students, Test Construction, *Tests
Theory and research regarding four levels of concept attainment and three uses of concepts as specified by the model of conceptual learning and development (CLD) are described. Subtests, utilizing three-dimensional stimuli, were developed to assess each level of attainment and each use of the concept equilateral triangle. The tests were administered individually to 40 children at each of seven grade levels: preschool, kindergarten, second, fourth, sixth, eighth, and tenth. Major predictions were confirmed: (1) mastery of the concept levels and the uses increased with increased age, (2) the four levels were attained according to an invariant sequence, and (3) the higher the level of concept attainment the more effective was the use of the attained concept. Test construction, administration, item difficulty, etc. is described. (Author/RC)

ED 088 932 TM 003 492
Moran, Robert E.
Observations and Recommendations on the Puerto Rican Version of the Wechsler Intelligence Scale for Children.
Puerto Rico Univ., Rio Piedras. Coll. of Education.
Pub Date Feb 74
Note—11p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Children, *Culturally Disadvantaged, *Intelligence Tests, Non English Speaking, Norm Referenced Tests, *Puerto Ricans, Test Bias, Testing Problems, *Test Interpretation, Test Results, Test Reviews, Test Validity
Identifiers—Escala de Inteligencia Wechsler para Ninos, Wechsler Intelligence Scale for Children (WISC)
Recommendations and criticisms are made which might result in a more reliable assessment of the Puerto Rican child's intelligence as measured by the Wechsler Intelligence Scale for Children (WISC). Many of these recommendations and criticisms involve typographical and grammatical errors, incorrect language usage, difficulty of item sequence and others. Further usage of the test should reveal to what extent these corrections will bring about a more valid assessment of the Puerto Rican child's general intellectual functioning. The discrepancy between the Puerto Rican and American WISC IQ's and standard deviation presents serious problems when interpreting Puerto Rican children's WISC IQ's and their subsequent classification. Included in the report is a table listing Puerto Rican IQ's (WISC) with their approximate converted American equivalents. These figures were extracted from normal curve tables, using the expected cumulative frequency distribution of the 128 cases included in the Puerto Rican sample. (RC)

ED 088 933 TM 003 494
Blackwell, Peggy J.
Parental Viewpoints of Goals in Secondary Education: The Methodological Procedures.
Humanic Designs Corp., Manhasset, N.Y.; New Mexico Univ., Albuquerque. Inst. for Social Research and Development.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Pub Date Nov 73
Note—24p.; Paper presented at the Rocky Mountain Educational Research Association (Tucson, Arizona, November 1973)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Educational Assessment, Educational Needs, *Educational Objectives, Interviews, *Methodology, *Parent Attitudes, *Secondary Education
Identifiers—Methodology for Assaying Goals in Education, Project MAGE
The proposed procedures are focused on an assessment of the needs of consumers of education - specifically, the parents of high school age students. Each parent is interviewed and specific goals are extracted from the interview. Parents are then asked to respond to each goal in the aggregate of goals by agreeing, disagreeing, or remaining neutral. They then place the statements in rank-order. Following this task, all statements are categorized and the categories themselves placed in rank order. The data provided should allow establishment of goal profiles, which may identify specific educational clienteles. Profiles may be established by demographic data or in a post hoc manner where similar individual profiles are combined to characterize a group. These procedures eliminate the necessity of making a priori assumptions concerning the structure of any educational clientele or concerning the needs and goals which will be elicited. (Author)

ED 088 934 TM 003 495
Anastasio, Ernest J. Alderman, Donald L.
Evaluation of the Educational Effectiveness of PLATO and TICCIT.
Educational Testing Service, Princeton, N.J.
Pub Date [73]
Note—13p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Computer Assisted Instruction, Cost Effectiveness, Educational Technology, *Program Attitudes, *Program Effectiveness, *Program Evaluation, Teaching Machines
Identifiers—Cognitive Skills, Programed Logic for Automatic Teaching Operation, Time Shared Interactive Computer
This evaluation of the Programmed Logic For Automatic Teaching Operations (PLATO) and Time-Shared Interactive Computer-Controlled Information Television (System) (TICCIT) programs focuses on their costs, performance, and educational effectiveness. The cost component attempts to measure the costs and assess the economic effects of each of the systems on the participating educational institutions. The technical component monitors the performance of each of the two systems so as to discover and expalin strengths, weaknesses, and implications for further use. The educational component focuses on evaluation of the effect of Computer Assisted Instruction (CAI) upon student performance and behavior; assessment of the impact of the CAI upon instructors, administrators, and the institution itself; and appraisa' of the potential and effect of the methods used to produce, operate, and maintain the course materials. These cost, technical, and educational analyses identify strengths and weaknesses of PLATO and TICCIT, and begin to assess the extent to which the promise of instructional technology has been fulfilled. (RC)

ED 088 935 TM 003 496
Heuer, Edwin
Making Standardized Tests Work For Your IGE School.
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.
Contract—NE-C-00-3-0065
Note—8p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Achievement Tests, *Curriculum Evaluation, Educational Improvement, Educational Needs, Elementary School Curriculum, *Evaluation Techniques, Item Analysis, Junior High Schools, Standardized Tests, *Test Validity
Identifiers—*Individually Guided Education
A technique is described which uses the standardized tests to evaluate an Individually Guided Education Curriculum (IGE). A technique was devised so that an evaluation of each test question could be made. The teaching staff at Port Edwards, Wisconsin, where this study was conducted, was asked to rate questions for relevancy to the IGE curriculum and to predict what percent of the class would answer each question correctly. The following scale was used: A, for a valid question; B, for a reasonably valid question; C, for an invalid question. The evaluation was done by grade level teams in grades two through six and by subject matter area in the junior high, due to departmentalized organization. The data was tabulated and the results appeared to be acceptable but a suggestion was made for the study to be carried further. After a review of the data some valid conclusions were made. Considering only valid and reasonably valid questions, (A or B rating), the tabulations indicated that the students exceeded national percentages at all grade levels. There was an indication that the students did well on items that reflected the IGE curriculum (Author/BB)

ED 088 936 TM 003 497
Nelson, Ronald H. And Others
The Application of a Residential Treatment Evaluation Model.
Pub Date Feb 74
Note—18p.; See TM003457 for related document
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Adjustment (to Environment), Behavior Change, Behavior Problems, Child Care Centers, Community Role, *Emotionally Disturbed Children, Environmental Influences, Models, *Program Evaluation, Rehabilitation Centers, *Residential Centers, *Retarded Children
This study applied a model for the evaluation of a children's residential treatment center. The conclusions are based on data collected for 22 children at four key points: a community baseline relating to families and prior agency contacts, a residential baseline dealing with the child's reported behavior during the first six weeks at the center, the child's behavior at the time of discharge, and the child's subsequent adjustment to the community following discharge. Particular emphasis is given to goal attainment at discharge, and to subsequent goal maintence as the child reenters and functions within his/her home, school and community milieu. The paper argues for the necessity of supportive personnel, and/or agencies in fostering the child's reintegration in the family, school, and community in general. Procedures of data collection and interpretation are briefly outlined, as well as the inherent problems which arose in the implementation of the model. (Author)

ED 088 937 TM 003 498
Maier, Milton H. Fuchs, Edmund F.
Effectiveness of Selection and Classification Testing.
Army Behavioral Science Research Labs., Arlington, Va.
Report No—AD-768-168; ARI-RR-1179
Pub Date Sep 73
Note—58p.
Available from—National Technical Information Service, Springfield, VA 22151 (AD-768 168, MF $.60, HC $3.00)
Document Not Available from EDRS.
Descriptors—Achievement Tests, *Aptitude Tests, *Classification, Job Placement, *Military Personnel, *Personnel Selection, Predictive Validity, Racial Differences, *Testing, Testing Problems, Testing Programs, Test Reliability, Test Validity
Identifiers—Armed Forces Qualification Test (AFQT), Army Classification Battery (ACB)
Army personnel managers have a continuing need to select, classify and assign to training and jobs large numbers of men who enter the service. The present publication addresses the value of selection and classification testing program in relation to job training success and the suitability of the tests for subgroups of the manpower available to the Army. The various testing programs in the Army's enlisted personnel system are described; the relationships between testing program, training content and method, and utilization on the job are probed; and the methodology is explained by which the validity of the tests is established. Analysis of measures of performance in job training programs and ratings of job performance reveals that training performance is more satisfactory than job ratings for evaluating test effectiveness. How well tests predict performance in training programs and the relation between tests scores and other indexes of success are examined separately for Negroes and whites. (Author)

ED 088 938 TM 003 499
Seibert, Warren F.
A Compilation of Existing Motion Picture Tests.
Pub Date Nov 71
Note—8p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Abstract Reasoning, *Annotated Bibliographies, Attention Span, *Films, Language Tests, *Measurement Techniques, Memory, Perception Tests, *Tests, *Visual Measures
Identifiers—*Test Bibliographies
Sixty-four existing motion picture tests are listed and briefly described. Included are tests of perception, memory, abstract reasoning, attention span, and language. (RC)

ED 088 939 TM 003 500
Typewriting Competency Tests. September 1973. Levels I-V.
New York State Education Dept., Albany. Bureau of Business and Distributive Education.
Pub Date Sep 73
Note—128p.
EDRS Price MF-$0.75 HC-$6.60
Descriptors—Performance Tests, Secondary School Students, Sequential Learning, State Programs, *Tests, *Typewriting
Identifiers—New York, *Regents Examinations
This is a series of achievement tests designed to accommodate the varying abilities of students enrolled in typewriting courses in school. The series consists of five levels of tests with alternate forms for each level. Each level is designed to cover ten weeks of classroom instruction and students are not required to take the tests at the same time; student readiness should be determined by the teacher. It is assumed that success on this level will be completion of the test with sixty-five percent accuracy. The test should indicate areas of deficiency and can serve as a guide for remediation. Behavioral objectives, definitions of terms, ratings procedures, test directions (and marking scales) are included for each level in this document. (Author/BB)

ED 088 940 TM 003 501
Fractions and Decimals, Ratio and Percent. Mathematics Evaluation Materials Package Project.
Ontario Inst. for Studies in Education, Toronto.
Pub Date 73
Note—164p.; Curriculum Series 18
Available from—Available from the Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada (No price quoted)
Document Not Available from EDRS.
Descriptors—Course Objectives, *Criterion Referenced Tests, Decimal Fractions, *Educational Objectives, *Elementary Grades, Evaluation Methods, Grade 4, Grade 5, Grade 6, Individualized Instruction, Instructional Materials, *Item Banks, *Mathematics Materials, Percentage, Performance Tests, Problem Sets, Ratios (Mathematics), Student Evaluation, Teaching Guides, Tests
Identifiers—Canada, *Mathematics Evaluation Materials Package, MEMP
The Mathematics Evaluation Materials Package (MEMP) is a set of objectives and companion test items for mathematics education in Grades 4 to 6. Developed for classroom use in a setting that emphasizes increased teacher and principal decision-making and flexible curricular guidelines, it distinguishes itself from other evaluation devices in the variation of patterns of objectives which it accommodates. Educational objectives that are stated in terms of student performance, and that are coupled with companion test items, provide the basic elements for measuring student achievement in a manner that is different from standardized testing and, in most cases, different from usual programs of pupil testing. MEMP can be used for designing test cover-

ing short units of work or for constructing longer tests. It can be useful during changes in curricula because the various curriculum options that are open to teachers may be compared, as they are tried, in their effects on student performance. Included are references concerning criterion-referenced tests, achievement evaluation, instructional objectives and elementary mathematics curriculum. For related document see ED 080602. (Author/RC)

ED 088 941 TM 003 502
Austin, Gilbert R. Postlethwaite, T. Neville
Cognitive Results Based on Different Ages of Entry to School: A Comparative Study.
Note—23p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Academic Achievement, Age Differences, *Comparative Education, *Early Admission, *Early Childhood Education, Elementary Science, *Family Influence, Intervention, Mathematics, Perceptual Motor Learning, Psychoeducational Processes, Reading Achievement
Identifiers—International Evaluation Educational Achievement
This review is a secondary analysis of work done by the International Association for the Evaluation of Educational Achievement (IEA). It concerns the subject areas of mathematics, reading comprehension, and science. The main thrust of this analysis was to look for a possible relationship between age of entry into pre-formal school education programs and achievement as measured by these IEA tests at ages 10 and 13. The principal findings suggest that there may be a specificity of effect between early entrance into school and greater achievement in mathematics; this is not true in reading comprehension or science. It is suggested by the authors that gain in achievement based on early education may in fact be due to the sensory motor experiences which are so commonly part of early childhood education programs. It is further suggested that the carefully planned and sequenced curriculum approach to teaching mathematics may have an effect here. The research also examined the commonly held phenomenon of the home background of the child being a very important contributor to his academic success in school. (Author)

ED 088 942 TM 003 503
Villano, Maurice W. Rosenstock, Edward H.
A Decade with the Course Attitude Questionnaire: A Factorial Study.
Pub Date Nov 73
Note—18p.; Paper presented at the Annual Convocation, Northeastern Educational Research Association (4th, Ellenville, NY, November 2, 1973)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Course Evaluation, Educational Diagnosis, *Evaluation, Factor Analysis, Item Analysis, *Longitudinal Studies, Norms, Participant Satisfaction, *Questionnaires, Reliability, *Student Attitudes, Validity
Identifiers—*Course Attitude Questionnaire (CAQ)
The Course Attitude Questionnaire (CAQ) has been administered 100,000 times in 3,500 classes at the Pennsylvania State University since 1964 with extensive use in modified form at other institutions. The purpose of this research was to investigate the reliability and internal validity of the CAQ and the temporal stability of its original factor structure. CAQ responses were obtained from 5,297 Penn State students in 272 classes during a 1973 term. These data were item-analyzed and submitted to principal-components and common-factor analyses with orthogonal and oblique transformations. Coefficient alpha reliabilities were computed for the factor-derived scales. The large normative data base was also inspected. The factor structure was not replicated by a "fit' of the derived factors to the CAQ-keyed subscales. Most factors were highly correlated and their reliabilities appeared to be a function of redundant item content. A "general" dimension pervaded the instrument, accounting for much of the total and common-factor variance. A trend toward inflation and skewness in scores was noted for the 10-year period. The CAQ) subscales should be interpreted with caution and systematically reviewed for currant validity. The CAQ, originally included in the Appendix of this document, has been removed because it does not reproduce. For related document see ED 029508. (Author/RC)

ED 088 943 TM 003 504
Frayer, Dorothy A.
Implications of The Model for Instructional Design.
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date [73]
Note—12p.; Paper presented at the annual meeting of the American Psychological Association (Montreal, Quebec, Canada, 1973)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Cognitive Processes, *Concept Formation, *Concept Teaching, *Educational Strategies, Individual Needs, Instructional Design, Learning Processes, Learning Readiness, *Models, Teaching Methods
Three aspects of concept teaching m'ght be guided by the conceptual learning and development model. First, by assessing the characteristics of cognitive style, classificatory skills, and logical reasoning ability, the student's readiness to attain concepts under various circumstances can be determined. Secondly, the model points to optimal methods for teaching concepts. The basic strategy in determining such methods is to note the cognitive operations entailed in reaching the desired level of concept attainment, then to speculate on conditions which would either hinder or facilitate these operations. Instructional methods which are effective in concept instruction may be related to the operations postulated by the model. In turn, new instructional methods might be formulated on the basis of their potential for facilitating one or more of these operations. Thirdly, the model provides direction in the search to find ways of adapting concept instruction to individual needs of the learner. (RC)

ED 088 944 TM 003 506
Proceedings of the Annual State Conference on Educational Research (24th Burlingame, California, November, 1972)--"Evaluation--Try It, You'll Like It!"
California Teachers Association, Burlingame. Dept. of Research.
Spons Agency—California Advisory Council on Educational Research, Burlingame.
Report No—RP-48
Pub Date Nov 72
Note—113p.
Available from—California Teachers Association, 1705 Murchison Drive, Burlingame, California 94010 ($2.00)
EDRS Price MF-$0.75 HC-$5.40
Descriptors—Administrator Evaluation, *Conference Reports, *Cost Effectiveness, Educational Accountability, Educational Assessment, *Evaluation, Instructional Improvement, *Public Schools, Student Evaluation, Teacher Evaluation
The meeting was organized around 10 symposia concerning the following areas: teacher evaluation through measurement of student achievement, statewide evaluation, district evaluation procedures, individualized evaluation standards, learning improvement, competency based curriculum, administrative evaluation, student evaluation of the system, and cost effectiveness. Papers presented at each symposium are included in this publication. (RC)

ED 088 945 TM 003 508
Holzemer, William L.
An Experimental Validation of Seven Programmed Instructional Booklets for a Course on Drugs.
Syracuse Univ., N.Y. Center for Instructional Development.
Report No—RR-2
Pub Date 73
Note—21p.; Paper presented at the American Educational Research Association annual meeting (Chicago, Illinois, April 1974)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Academic Achievement, College Students, *Drug Education, Instructional Materials, Programed Instruction, *Programed Materials
This validation study investigated the instructional effectiveness of seven programmed booklets on selected topics in drug education against the criterion of student achievement. A post-test-only control group design was used. Six of the seven booklets were found to be instructionally effective as measured by objective referenced tests. The problems of doing this type of study are discussed as an aspect of the work of an instructional development agency's formative evaluation staff. (Author)

ED 088 946 TM 003 510
Fifer, Fred L., Jr. Rush, Donald E.
Development of an Inservice Model Based on Program Evaluation.
Pub Date Apr 74
Note—7p.; Paper presented at American Educational Research Association annual meeting (Chicago, Illinois, April 15-19, 1974)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Faculty, *Individual Needs, *Inservice Teacher Education, *Models, *Program Evaluation, School Surveys, Student Attitudes
Identifiers—*Kunkel McElhinney Model for Program Evaluation
Theoretically, inservice provides enrichment through a variety of activities. Unfortunately, many are not designed for individual needs and teachers are unable to relate to purposes of inservice. This model bases inservice on the implications and recommendations resulting from program evaluation using the Kunkel-McElhinney model. Following adaptation/administration of this evaluation, a report is compiled and presentation/confrontation with the faculty constitutes the initial inservice. Based on student feedback, through the evaluation, teachers become aware of pupil-perception which aids in the formulation of groundwork for examining appropriate curricular alternatives. Results--short/long range--support this as an effective inservice model. (Author)

ED 088 947 TM 003 511
Brown, Stephen W.
The National Teacher Examination as an Instrument of Prediction of Teacher Success.
Pub Date Apr 74
Note—14p.; Paper presented at the American Educational Research Association annual meeting (Chicago, Illinois, April 15-19, 1974)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Effective Teaching, Elementary School Teachers, *Evaluation Criteria, *Predictive Ability (Testing), Principals, Secondary School Teachers, *Teacher Evaluation, Teacher Rating, Teaching Skills, *Test Validity
Identifiers—*National Teacher Examinations
The intent of this study was to determine if any relationship existed between teacher effectiveness, based on selected criteria generally accepted by educators to denote effectiveness, and National Teacher Examination, Teaching Area Examinations (TAE) and Weighter Common Examination Total (WCET) scores. Teacher effectiveness was determined by the building principal's evaluation. Analysis of the data was accomplished by determining relationship through the correlation technique. It was found that a significant relationship (.05 level) does exist between the Teacher Area Examination of the NTE and secondary principal's evaluation. However, no significant relationship was found between elementary principal's evaluation and any of the NTE scores. (Author)

ED 088 948 TM 003 513
Chen, Martin K.
Outcome Measures of Health Programs: What and How?
Pub Date Apr 74
Note—12p.; Paper presented at the American Educational Research Association annual meeting (Chicago, Illinois, April 15-19, 1974)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Evaluation, *Health, *Health Programs, *Measurement, *Models, Research Design, Statistical Analysis
With the proliferation of new health programs, such as Health Maintenance Organizations (HMO's) and Professional Service Review Organizations (PSRO's), the task of evaluating the impact of such programs on the health delivery systems and on the health of the American people becomes more urgent. Thus far no experimental or quasi-experimental designs have been found that are both feasible and satisfactory. Some quasi-experimental designs, particularly interrupted time series, have been suggested as a possible solution to the problem. The strengths and weaknesses of this and other designs, as well as the statistical problems associated with them, are discussed. (Author)

ED 088 949 TM 003 515
Luger, George F.
The Behavioral Effects Of Subproblems And Symmetries In The Tower-Of-Hanoi Problem.
Pub Date Apr 74
Note—18p.; Paper presented at the annual meeting of the American Research Association (Chicago, Illinois, April 15-19, 1974)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Behavior, College Graduates, College Students, *Problem Solving, Response Style (Tests), *Scientific Methodology, Spatial Relationship
Identifiers—*Tower of Hanoi Problem
State-space representation of a problem, borrowed from mechanical problem-solving theory, is used to describe a problem's invariant structure formally. Paths within the state-space represent subjects' behaviors, as conventionally distinguished from their "protocals" or "strategies". Its goal is thus to develop the relationship between problem structure and problem-solving behavior. Five specific hypotheses respecting the paths generated by problem solvers (in this case, college students and college educated adults) in the state-space of the 4-ring Tower-of-Hanoi probl were formulated. These hypotheses w motivated by the formal properties of the Tower-of-Hanoi state-space and represented anticipated effects of the problem structure in shaping problem-solving behavior. The experimental results of this study seem to confirm an important role played by features of the problem structure in determining patterns in the problem-solving behaviors of the subjects. The "general" hypotheses were only tested for a single problem, and with a rather limited population of subjects. This research does not take account of the possibility of age, sex or cross-cultural differences which might exist in problem solving behavior. Tables and illustrations are included demonstrating the problem and structure and its interpretations. (RC)

ED 088 950 TM 003 516
Hamilton, Basil L.
An Empirical Investigation of the Effects of Heterogeneous Regression Slopes in Analysis of Covariance.
Pub Date 23 Nov 73
Note—21p.; Paper presented at the American Educational Research Association Convention (Chicago, Illinois, April 15-19, 1974)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Analysis of Covariance, *Goodness of Fit, *Hypothesis Testing, Measurement Techniques, Multiple Regression Analysis, Research Methodology, Statistical Analysis, *Tests of Significance
Identifiers—*Homogeneity of Regression
The effects of violation of the assumption of homogeneity of regression on the Type I error rate and on the power of analysis of covariance (ANCOVA) were investigated. The data situations included in the study involved two groups with one covariate and one criterion, with varying equal and unequal group sizes, and varying degrees of violation of the assumption of homogeneity of regression. Results indicate that ANCOVA appeared robust to the violation of the assumption of homogeneity of regression when group sizes were equal; the technique appeared not to be robust for unequal group sizes. For equal group sizes and all slope combinations, the empirical alpha levels were near the corresponding nominal alpha levels. For unequal group sizes and unequal regression slopes, however, large discrepancies were observed between the empirical alpha levels and the corresponding nominal alpha levels. Results also indicated that the power of ANCOVA was not severely altered by heterogeneous regression slopes as long as the group sizes were equal. (Author)

ED 088 951 TM 003 517
Janke, Robert W.
Conjoint Measurement Analysis of Additive and Linear Additive Composition Models of Administrative Decision Making Among Multi-Attribute Alternatives.
Pub Date [73]
Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April, 1974)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Administrator Responsibility, *Curriculum Development, *Decision Making, Educational Administration, *Evaluation, Information Utilization, Instructional Programs, Program Administration, *Superintendent Role, *Task Analysis
The decision making process of 16 superintendents in choosing among alternative instructional programs for special education students was studied. The additive and linear additive composition models were investigated for consistency with the decision process of the superintendents. Although the results support the existence of both models, the linear additive composition model was accepted as most consistent with the decision making process of the superintendents. (Author)

ED 088 952 TM 003 519
Kohr, Richard L. Games, Paul A.
[Procedures for Testing Differences Between Means in the Presence of Unequal N's and Variances].
Pub Date Apr 74
Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April, 1974)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Hypothesis Testing, Probability Theory, Sampling, *Statistical Analysis, *Tests of Significance
Identifiers—*Variance (Statistical)
An empirical sampling study investigated six procedures for testing differences between means in the presence of unequal n's and variances. Support was obtained for previous research which found t robust to heterogeneous variances only when n's are equal and of moderate size. The procedure which emerged as providing the best control over Type I errors while maintaining satisfactory power in all test conditions was the Behrens-Fisher v statistic with Welch's solution for degrees of freedom (df). The general recommendations when the population variances are unknown are: (1) when n's are the same and equal to or greater than 20 it is permissible to use the t statistic with df = 2n - 2, but when n is less than 20 use v with Welch's solution for df; (2) when n's are unequal use the v statistic with the Welch adjustment for df. (Author)

ED 088 953 TM 003 521
Hanna, Gerald S.
Improving Reliability And Validity Of Multiple-Choice Tests With An Answer-Until-Correct Procedure.
Pub Date Apr 74
Note—3p.; Paper presented at the joint session of the American Educational Research Association and the National Council on Measurement in Education (Chicago, Illinois, April 15-19, 1974)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Feedback, *Multiple Choice Tests, Performance Factors, Response Style (Tests), Test Construction, Testing, *Test Reliability, *Test Validity
Identifiers—Answer Until Correct, AUC
It was theorized that an answer-until-correct procedure, whereby an examinee marks responses to each multiple-choice question until feedback indicates that the correct answer has been marked, would yield scores of greater reliability and validity than conventional number-right procedure. Two papers and an application exercise for an undergraduate educational psychology class provided criterion measures with which validities of multiple-choice tests scores derived by each procedure were compared. Findings consistently favored the answer-until-correct method over number-right method in two reliability comparisons and in six validity comparisons. Importance and applications of findings are discussed. (Author)

ED 088 954 TM 003 522
Sherman, Thomas M. Winstead, John C.
A Formative Approach To Student Evaluation Of Instruction.
Pub Date Apr 74
Note—15p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Illinois, April 15-19, 1974)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—College Instruction, College Students, *Course Evaluation, Effective Teaching, Feedback, *Formative Evaluation, *Instructional Improvement, Rating Scales, *Teacher Rating, Teaching Quality, Teaching Skills
A procedure for using the concept of formative evaluation in student evaluation of instruction is presented. Sixty undergraduate students in an educational psychology course completed daily evaluations of every instructional program. The procedure was carried out quickly and efficiently through the use of a 5 point scale and a standard reporting format. The results were reviewed daily by the instructor. Results indicated the procedure is both reliable and valid. In addition, the procedure appears to offer data useful in revising instructional procedures during the conduct of the course. Thus, the improvement of instruction is greatly facilitated due to the specificity of the data produced. Other implications for improving the quality of instruction are discussed relative to meeting individual student needs. A daily record sheet and the rating scale are in the document. (Author/BB)

ED 088 955 TM 003 524
Brown, Robert D. And Others
Evaluation Of A Variety Of Television Lessons Formats For Potential Adult Learners In An Open Learning System.
Pub Date Apr 74
Grant—OEG-0-72-0457
Note—10p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Illinois, April 15-19, 1974)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Adult Education Programs, *Adult Learning, Educational Television, *Evaluation, *Instructional Media, *Media Research, Open Education, Student Attitudes, Telecourses, *Televised Instruction
The relative appeal and effectiveness of several television lesson formats designed for adult learners in an open university learning system were evaluated. One hundred and fifty-four subjects viewed video lesson segments in two college course areas, Accounting and Psychology. A variety of TV formats were used, including storylines, short vignettes, animation, sharers of information, and illustrated lectures. The intent was to produce instructional television rather than televised instruction. Subjects responded to content and attitude questionnaires and were interviewed in depth. The results suggested guidelines for acceptable formats for instructional television designed for adult learners. (Author)

ED 088 956 TM 003 525
Yeazell, Mary I. And Others
A Comparison Of Instructor-Paced And Self-Paced Groups In A Criterion-Referenced, Multi-Media Educational Psychology Course.
Pub Date Apr 74
Note—17p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, Illinois, April 15-19, 1974)
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Academic Achievement, *Autoinstructional Programs, *College Instruction, Comparative Analysis, *Conventional Instruction, Educational Psychology, *Evaluation, Instructional Innovation, Multimedia Instruction, Pacing, Teacher Role, *Teaching Methods
This study examines the relationship between instructional mode (self-pacing vs. instructor-pacing) and student achievement in an undergraduate course in educational psychology. Measures of achievement as well as time to achieve criterion (defined as number of trials to attain a 70% criterion level) were taken. Data analysis indicated that students who completed the course in one semester in the self-paced instructional mode were superior in total course achievement (number of points accumulated) as well as in fewer trials to criterion or highest grade. Subsequent analysis of all self-paced students who completed the course, indicated there were no significant achievement differences related to instructional mode although self-paced students took significantly fewer trials to criterion. (Author)

ED 088 957 TM 003 530
Williams, John D. Lindem, Alfred C.
Regression Computer Programs for Setwise Regression and Three Related Analysis of Variance Techniques.
Pub Date [74]
Note—17p.; Paper presented at the American Educational Research Association Convention (Chicago, Illinois, April 15-19, 1974)
EDRS Price MF-$0.75 HC-$1.50

Descriptors—*Analysis of Covariance, *Analysis of Variance, *Computer Programs, *Multiple Regression Analysis, Prediction, Predictor Variables, Statistical Analysis

Four computer programs using the general purpose multiple linear regression program have been developed. Setwise regression analysis is a stepwise procedure for sets of variables; there will be as many steps as there are sets. Covarmlt allows a solution to the analysis of covariance design with multiple covariates. A third program has three solutions to the two-way disproportionate analysis of variance: (a) the method of fitting constants, (b) the hierarchical model and (c) the unadjusted main effects solution. The fourth program yields three solutions to the two-way analysis of covariance, with or without proportionality, and with multiple covariates. The three solutions are similar to those described for a two-way analysis of variance with disproportionate cell frequencies. (Author)

ED 088 958 TM 003 571

Sciara, Frank J. Jantz, Richard K.

An Attempt To Measure Pre-Service Teacher Attitude Utilizing An Empathy Towards Poverty Scale.

Ball State Univ., Muncie, Ind. Teachers Coll.

Pub Date Dec 73

Note—12p.; For related document, see TM 003 572

EDRS Price MF-$0.75 HC-$1.50

Descriptors—Changing Attitudes, Disadvantaged Youth, *Economic Disadvantagement, Educational Attitudes, *Elementary School Teachers, Empathy, Preservice Education, *Rating Scales, *Teacher Attitudes, *Test Construction, Tests

Identifiers—*Sciara Jantz Empathy Towards Poverty Scale

Eighty items taken from three different sources were utilized to construct an instrument designed to ascertain the attitudes of pre-service elementary teachers. Three groups were utilized as subjects--students in a special program for preparation as teachers of the disadvantaged; students who were not in this program, but who were enrolled in an inner-city education class on an elective basis; and elementary education majors on the regular teacher preparation program at Ball State University. The instrument was further refined through an item analysis procedure so that fifty items with the highest discrimination power were retained. This instrument, the Sciara-Jantz Empathy Towards Poverty Scale, was utilized on a pre-test/post test basis with students and found to measure attitudes towards the disadvantaged, showing a score increase at the end of the inner-city education course. Included in the appendix is the finalized instrument. (Author)

ED 088 959 TM 003 572

Sciara, Frank J. Jantz, Richard K.

The Sciara-Jantz Empathy Towards Poverty Scale.

Ball State Univ., Muncie, Ind. Teachers Coll.

Pub Date Dec 73

Note—4p.

Available from—Not available separately, see TM003571

Document Not Available from EDRS.

Descriptors—Disadvantaged Youth, *Economic Disadvantagement, Empathy, Questionnaires, *Teacher Attitudes, *Tests

Identifiers—*Sciara Jantz Empathy Towards Poverty Scale

This fifty item questionnaire was designed to measure teachers' knowledge and attitudes towards the disadvantaged. The respondents are directed to read each statement and to select a response on a five point scale ranging from agreeing strongly to disagreeing strongly. Validity and other technical date is included. (MLP)

ED 088 960 TM 003 573

Leslie, Susan

An Evaluation Of The Locally-Developed Course Television Production 11E At Eric Hamber Secondary School.

Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation.

Report No—RR-73-13

Pub Date Jul 73

Note—38p.; For related document, see TM 003 574

EDRS Price MF-$0.75 HC-$1.85

Descriptors—*Course Evaluation, High School Curriculum, Media Technology, Production Technicians, Production Techniques, *Skill Development, *Television, Television Curriculum

This is an evaluation of an experimental one-semester course, offered by the Vancouver School Board. The course provided students with the opportunity to learn the basic techniques of television production through actual experience in the studio. The evaluation design consisted of three phases: a written pre- and post-test designed to measure students' growth; students selected at random from the class were assessed by a qualified television technician; and a team of external evaluators assessed the students' growth in production skills. The results showed that the students in TV 11E had become reasonably proficient with the studio equipment, and had learned to use their skills effectively in productions. (Author/BB)

ED 088 961 TM 003 574

Leslie, Susan

Television Production 11E Written Examination.

Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation.

Report No—RR-73-13

Pub Date Jul 73

Note—6p.

Available from—Not available separately, see TM003573

Document Not Available from EDRS.

Descriptors—Course Evaluation, High School Curriculum, Media Technology, Production Technicians, Production Techniques, Skill Development, *Student Evaluation, *Television, Television Curriculum, *Tests

The fifteen item examination was designed to measure the students' ability to operate television equipment. A few of the items create situations involving decisions that must be made throughout a television production. The student must explain the procedure he would follow in handling the situation. Other items require the student to define terms and symbols used in television production. Mean scores are reported for the student tested. (BB)

ED 088 962 TM 003 575

Leslie, Susan

An Evaluation Of Family Life Education At David Thompson Secondary School.

Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation.

Pub Date Jul 73

Note—31p.; For related document, see TM 003 576

EDRS Price MF-$0.75 HC-$1.85

Descriptors—*Course Evaluation, *Family Life Education, Marriage, *Secondary School Students, *Sex Education, *Student Attitudes

Identifiers—Canada

The Family Life Education program at David Thompson Secondary School is a one semester course dealing with human sexuality. Given to eleventh grade students the course is directed at helping students understand the emotional and social dimensions of their sexuality. Because the emphasis in the course was on feeling, not fact, this evaluation of the Family Life Education program examined attitude changes as an index of the course's success. Three instruments were used on a pre-test and post-test basis: a Premarital Attitude Scale, a Semantic Differential and a questionnaire. The results of the testing did not offer any conclusive evidence of the course's success. There were few significant changes in students' attitudes, as evidenced by scores on the Attitude Scale and the Semantic Differential. Pronounced differences which emerged in the pre-testing between the attitudes of male and female students persisted in the post-test. Several factors should be remembered in considering the implications of this evaluation for other programs of Family Life Education. First, the instruments used were crude: measurement of attitudes is open to question. Second, there was a drastic decrease from pre-test to post-test in the number of students responding. Finally, if its purpose is to assist students in dealing with the problems of their coming of age, then an evaluation such as this can only be a partial measure of its success. (Author/MLP)

ED 088 963 TM 003 576

Premarital Attitude Scale.

Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation.

Pub Date 73

Note—3p.

Available from—Not available separately, see TM003575

Document Not Available from EDRS.

Descriptors—Family Life Education, *Marriage, Questionnaires, Secondary School Students, Sex Education, *Student Attitudes, *Tests

Identifiers—Canada

The thirty-one item questionnaire was developed to measure how prepared high school students are for marriage. The students are directed to read each statement and to select a response on a five point scale ranging from agreeing strongly to disagreeing strongly. The scale is scored to indicate three factors which are considered important for a successful heterosexual relationship: 1) how liberal the students' sexual attitudes are; 2) how aware they are of the changing role of women; and 3) how realistic they are about the early difficulties of a marriage. (MLP)

UD

ED 088 964 UD 014 085

Kennett, Keith F.

A Within Cultural Comparison: Intelligence, Family Size and Socioeconomic Status.

Pub Date Apr 73

Note—25p.; Paper presented at the Interamerican Congress of Psychology (14th, Sao Paulo, Brazil, April 14-19, 1973)

EDRS Price MF-$0.75 HC-$1.85

Descriptors—*Cross Cultural Studies, Elementary School Students, *Family Environment, Family Influence, *Intelligence Differences, Intelligence Tests, Secondary School Students, *Social Differences, Social Environment, *Socioeconomic Status

Identifiers—Australia, Canada, Henmon Nelson Intelligence Test, Otis Mental Ability Test

A within cultural comparative examination of three samples of school-children residing in Saskatchewan, South Australia and Nova Scotia enabled the effects of family size and socioeconomic status on measured intelligence to be ascertained. Samples of schoolchildren in Regina (Canada), Adelaide (Australia) and Sydney (Canada), divided into subgroups according to family size and socioeconomic status, were tested in the first two samples on the Otis Mental Ability Tests, and in the latter on the Henmon-Nelson Intelligence Test, while socioeconomic status allocation was obtained from the occupation of the father of each child in the three samples. In each sample, the results demonstrated the existence of a definite relationship between intelligence (IQ) and socioeconomic status (SES), in favour of the high SES children. However, the usually reported significant negative correlation between family size and IQ disappeared in the 170 predominantly middle-to-upper SES children in Regina, in the 427 school-children from various SES groups in Adelaide, and in the upper SES group only of the 144 school-children in Sydney (even though the overall correlation for the latter sample was negative and significant). In each sample, a clear indiciation emerged--family size, among middle and upper SES families in Western industrialized affluent societies, generally has no detrimental influence on the mean IQ of its members. Evidence from the Canadian and Australian samples point to the same conclusion--at the least, upper SES children perform equally as well on an intelligence test regardless of the family to which they belong. (Author/JM)

ED 088 965 UD 014 086

Lauchner, Jan

An Instructional Program Designed for Children From Birth Through Seventh Grade: Ed. S. Cook Elementary School, 1972-73. Research and Development Report, Volume 7, Number 16, October, 1973.

Atlanta Public Schools, Ga.

Pub Date Oct 73

Note—23p.

EDRS Price MF-$0.75 HC-$1.50

Descriptors—Attendance Patterns, Compensatory Education Programs, Disadvantaged Youth, *Elementary Schools, *Instructional Programs, Preschool Education, *Program Evaluation, Reading Programs, Self Concept, Student Attitudes, *Urban Schools

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, ESEA Title IV A Programs, *Georgia

The Ed. S. Cook Elementary School, located near the Capitol Homes Housing Project, the Martin Luther King Village, and a six to eight block deteriorating inner-city neighborhood, served 666 pupils in grades kindergarten through seven in the main building and an additional 80 infants, toddlers, and kindergarten-age children in the Title IV-A Child Development Center located in adjacent buildings. The instructional program was supplemented by three supportive programs. The English-Reading Program under Title I of the 1965 Elementary Secondary Education Act provided compensatory education for the most educationally deprived pupils in the school. The primary objective of this activity was to improve the reading competencies of the most deprived pupils through tutorial and/or individualized instruction. By improving academic competencies, the program also aimed at improving the self-concept and attitude toward school of participants. The Cook Child Development Center, funded under Title IV-A of the 1967 Amendments to the Social Security Act, serves 80 preschool-age children in day care and 50 school-age children in extended day care with a staff of one lead teacher, four group leaders, and 12 aides. As a result of funding difficulties, the kindergarten program was drastically altered and the Outreach component was cut out entirely until July, 1973, after the Title IV-A funding of a separate outreach component proposal. The Comprehensive Instructional Program, funded by the school system, was designed to aid teachers with individualizing classroom instruction in reading for grades one through three and in math for grades four through six. (Author/JM)

ED 088 966 UD 014 087

Willis, Patricia L. Noe, James

Use of a Diagnostic Instrument to Gauge Pupil Growth: W.J. Scott Elementary School, 1972-73. Research and Development Report, Volume 7, Number 13, October, 1973.

Atlanta Public Schools, Ga.

Pub Date Oct 73

Note—48p.

EDRS Price MF-$0.75 HC-$1.85

Descriptors—Academic Achievement, *Elementary Schools, Kindergarten Children, Paraprofessional School Personnel, *Program Evaluation, Reading Programs, Secondary Education, *Special Education, Student Grouping, *Urban Schools

Identifiers—Career Opportunities Program, Comprehensive Instructional Program, Elementary Secondary Education Act Title I, ESEA Title I Programs, *Georgia

W. J. Scott Elementary School received local and Federal funds for compensatory programs during the 1972-73 school year. The purpose of this report is to evaluate the compensatory programs as they were implemented in the school and to analyze possible benefits to the general school program in terms of the goals and objectives defined by the faculty. Results of standardized tests administered throughout the school were observed to denote the general standing of all pupils and to relate achievement to past performance, expected performance, and per pupil expenditures. The primary focus of the educational program at Scott Elementary was on the teaching of reading. This emphasis was shared by the special programs, including the Comprehensive Instructional Program, Title I, Elementary Secondary Education Act, and the Career Opportunities Program. Enrollment at Scott in the beginning of the school year was 593 pupils in kindergarten through the seventh grade. A new addition to the school in 1971 added cluster classrooms to the self-contained units. Use of the clusters by various grade levels shifts from year to year as determined by the needs of the pupils. A special class for the multihandicapped was also in its second year of operation this year. In all there were 12 self-contained classrooms and two cluster classrooms plus a class for the deaf, a class for the multihandicapped, a class for the educable mentally retarded, and a morning and afternoon kindergarten. (Author/JM)

ED 088 967 UD 014 088

Willis, Patricia L. Noe, James

Incorporation of a Compensatory Reading Program Into Open Cluster Classrooms: Alfred Blalok Elementary School, 1972-73. Research and Development Report, Volume 7, Number 19, November, 1973.

Atlanta Public Schools, Ga.

Pub Date Nov 73

Note—33p.

EDRS Price MF-$0.75 HC-$1.85

Descriptors—Educational Programs, *Elementary Education, *Elementary Schools, Open Education, Paraprofessional School Personnel, *Program Evaluation, Reading Programs, Self Concept, Teacher Attitudes, *Urban Schools

Identifiers—Career Opportunities Program, Comprehensive Instructional Program, Elementary Secondary Education Act Title I, ESEA Title I Program, *Georgia

Alfred E. Blalock Elementary School was the recipient of local and compensatory funds during the 1972-73 school year. Title I of the Elementary and Secondary Education Act contributed a lead teacher and educational aides for more individualized reading instruction for the lowest one-third achievers. The Career Opportunities Program allowed some of the educational aides to improve their knowledge and capabilities through college course work. The locally funded Comprehensive Instructional Program provided instructional assistance to staff members, as well as funds for materials and supplies. The staff of Blalock Elementary School focused its 1972-73 school program on the teaching of reading. This report includes an evaluation of the progress made toward specific program objectives, as well as an overview of pupil achievement in the basic area of focus. Longitudinal patterns and an analysis of expenditures were also included as pertinent to the evaluation of the program. In order to evaluate the behavioral objectives of both the general and the compensatory programs, the following instruments were used: The Iowa Tests of Basic Skills was administered to all pupils as part of the city-wide testing program. The reading subtests of the Metropolitan Achievement Tests were administered to participants in the Title I program. Eight sections of the 1953 revision of the California Test of personality were administered to a sample of Title I pupils. The evaluation of the Career Opportunities Program sought to find out if a correlation existed between staff attitudes and pupil achievement. (Author/JM)

ED 088 968 UD 014 089

Willis, Patricia L. Noe, James

A Concern for Academic and Social Growth: H.R. Butler Elementary School, 1972-73. Research and Development Report, Volume 7, Number 22, November 1973.

Atlanta Public Schools, Ga.

Pub Date Nov 73

Note—33p.

EDRS Price MF-$0.75 HC-$1.85

Descriptors—Academic Achievement, Achievement Tests, Disadvantaged Youth, Educational Programs, Elementary Education, *Elementary Schools, Kindergarten Children, *Program Evaluation, Reading Programs, Self Concept, *Urban Schools

Identifiers—Comprehensive Instructional Program, Elementary Secondary Education Act Title I, ESEA Title I Programs, *Georgia

H. R. Butler Elementary School was the recipient of local and federal compensatory funds during the 1972-73 school year. Through the local comprehensive Instructional Program, the school received testing and personnel services pertinent to the reading program, particularly in the primary grades. Federal funds from Title I of the 1965 Elementary and Secondary Education Act provided professional and paraprofessional staff and funds for materials and supplies to improve the reading achievement of the most educationally deprived pupils. Services were also supplied by a Georgia State University program to kindergarten pupils suspected of having learning disabilities and handicaps. The purpose of this report is to evaluate the effects of these special projects on both the indentified participants and the general program of the school. In order to evaluate the specified behavioral objectives and to observe pupil achievement under the general program, certain tests were administered to monitor changes in critical variables. These instruments were selected under the guidelines of the compensatory programs and in accordance with the testing program of the school system. The following instruments were used: the Metropolitan Achievement Tests in reading were administered to all Title I pupils. The Self-Appraisal Inventory was administered to Title I pupils to determine changes in self-concept. The Iowa Tests of Basic Skills were administered throughout the entire school system. The Basecheck, a locally devised preschool instrument was administered to all kindergarten pupils to determine their readiness for first grade. (Author/JM)

ED 088 969 UD 014 090

Dorr, Darwin And Others

The Relationship Between Child and Teacher Evaluations of Self Esteem and Adjustment in Fourth and Sixth Grade Children.

Pub Date Apr 73

Note—18p.; Paper presented at the Southeastern Psychological Association meeting (New Orleans, Louisiana, April 1973)

EDRS Price MF-$0.75 HC-$1.50

Descriptors—*Adjustment (to Environment), *Elementary School Students, Emotional Adjustment, *Perception, Personal Adjustment, *Self Esteem, Social Adjustment, Student Adjustment, Student Attitudes, Student Evaluation, Student Teacher Relationship, Suburban Schools, *Teacher Attitudes

Identifiers—California Test of Personality, New York

The purposes of this study were to investigate at two elementary grade levels, the fourth and the sixth: the relationship between children's self-evaluations of self esteem and adjustment; the relationship between teachers' evaluations of children's self esteem and adjustment; and the relationship between teacher and child judgments of adjustment, and of self esteem. Subjects were 214 fourth-grade and 213 sixth grade children from two elementary schools in a middle to working class suburb outside Rochester, New York. The child's own assessment of his own adjustment was measured by the California Test of Personality, 1953 revision. Teachers' evaluation of children's adjustment was gauged on a six item scale based on five of Jahoda's six criteria of adjustment. The self report of children's self esteem was obtained by using a modification of the Coopersmith Self Esteem Inventory. Teachers rated self esteem in children on Coopersmith's Behavior Rating Form, consisting of 13 five-point scaled items. Three visits to the classroom were required to complete the testing. The results suggest that, at least on the measures selected, teachers and children perceive that children's self esteem is moderately to highly and positively related to personal and social adjustment. Self esteem and adjustment scores correlated highly, as did teacher's estimates of children's self esteem and adjustment but teachers' child agreement on self esteem and adjustment dimensions were lower. (Author/JM)

ED 088 970 UD 014 096

Burnham, Robert A. And Others

A Program Development Document to Improve the Quality of Education for the Disadvantaged.

Pub Date 3 Dec 71

Note—34p.

EDRS Price MF-$0.75 HC-$1.85

Descriptors—*Community Development, *Disadvantaged Youth, Economically Disadvantaged, Educational Change, Educational Needs, Educational Opportunities, *Educational Planning, *Educational Policy, Educational Quality, Policy Formation, *Public Policy, Social Change

Identifiers—*National Institute of Education, NIE, NIE Archives

This program development document is submitted--at an intermediate stage of planning--to urge that NIE take certain action for improving education of the poor. Suggestions made are illustrative, not prescriptive. Problems are solved by action, not by speculation; but which Federal action to take is a matter for NIE development and research. After six weeks of preliminary research on which actions are most needed, five conclusions have been reached: (1) few problems of educating the poor are going to be solved without the non-poor removing barriers to educational opportunity; community-action development and research is needed to study the removal of barriers; (2) the Federal government and other governments are the principle instruments of community action, but often the major impediments to community redevelopment activities. Some major development and research, including experimentation activities, should be focused on

government intervention and obstruction; (3) to study ways governments may more effectively support community redevelopment, NIE needs the power to establish agencies which, once chartered, are no longer subject to NIE or USOE program directives; (4) the success of all educational programs rests on the quality of personal interactions; NIE development and research should be expected to create better ways of getting talented and compassionate people working on problems of educating the poor; and, (5) the elimination of inequality in education is closely related to the restoration of equality through legal structures. Some of NIE's resources should be focused on researching ways the legal structure works for and against the poor. (Author/JM)

ED 088 971 UD 014 097

Baratz, Joan C.

A Culturally-Based Education System for the Disadvantaged. Final Report.

Pennsylvania State Univ., University Park. Coll. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 15 Dec 71

Grant—OEG-TPSU-3636-02

Note—91p.

EDRS Price MF-$0.75 HC-$4.20

Descriptors—Cultural Awareness, Cultural Education, Cultural Factors, *Disadvantaged Youth, *Educational Needs, Educational Principles, *Educational Theories, *Minority Group Children, Models, Negro Education, *School Planning, Systems Approach

Identifiers—*National Institute of Education, NIE, NIE Archives

All educational and formal schooling systems are culturally based insofar as they are products of the cultures that initiate them. The question that this paper addresses itself to is the relationship of the formal schooling of disadvantaged children to their sub-cultural education. What is unique about the cultural model as it is discussed here is that we are suggesting that the United States, hithertofore defined as the melting pot par excelence, is a prime candidate for a schooling system that recognizes the retention of distinct cultural groups within its shores, and recognizes the value of these diverse cultural ways. In addition, we suggest that among the diverse subcultures that should be considered as pertinent to such a school system is the Negro American. In fact, his case is used as the prime example of this paper since he is a member of one of the larger minority groups in this country, and since if one does not make a case for his culture being distinct, he may well be excluded from a cultural model. The search for new directions in research in education is essentially motivated by the fact that our existing theoretical positions have not proven fruitful in terms of helping children from minority groups achieve in the public schools. In order to construct new theoretical bases for research possibilities it is first necessary to consider what the prevailing theoretical notions are, where they are sound, where they are inadequate, and where they must be amended and new positions put forth. (Author/JM)

ED 088 972 UD 014 098

The Student Pushout: Victim of Continued Resistance to Desegregation.

Robert F. Kennedy Memorial, Washington, D.C.; Southern Regional Council, Atlanta, Ga.

Pub Date 73

Note—92p.

Available from—Southern Regional Council, Inc., 52 Fairlie Street, N.W., Atlanta, Georgia 30303 ($1.00)

Document Not Available from EDRS.

Descriptors—Administrative Policy, Administrator Attitudes, Discipline Policy, *Expulsion, *Integration Effects, Racial Discrimination, School Administration, School Attendance Laws, School Integration, *School Policy, *Southern Schools, Southern States, *Suspension, Withdrawal, Youth Problems

This report deals with one portion of the South's youth population--the pushout--those young people who have been expelled or suspended from school or who, because of intolerable hostitlity directed against them, finally quit school. Several years ago, reports began to be received of in-school discrimination and of an escalating rate of suspensions and expulsions, especially among black students, both nationally and in the South. As reports increased, a fact-gathering effort was initiated, motivated by the painful awareness that personal growth and future economic opportunity of young people is jeopardized by such practices. The staff of the Southern Regional Council's School Desegregation Project talked with students, teachers, administrators, government and community leaders and lawmakers in eight Southern States to glean attitudes, experiences and suggestions. In four of those States, investigative journalists went to school districts where they talked with educators and community leaders about rules, regulations, practices and disciplinary methods, as well as educational alternatives to pushing students out of school. Supplemental information was gathered in three additional states, and extensive research undertaken at the federal level by the Robert F. Kennedy Memorial. As the impact of court decisions affecting school desegregation begins to be felt more fully across the nation, it is the South that has a unique opportunity to learn from the bitter experience of its past mistakes and to assume a strong role of national leadership: hence it was the focus of this introductory report. (Author/JM)

ED 088 973 UD 014 099

LaVoie, Joseph C. Adams, Gerald R.

Pygmalion in the Classroom: An Experimental Investigation of the Characteristics of Children on Teacher Expectancy.

Pub Date May 73

Note—21p.; Paper presented at the Midwest Psychological Association annual meeting (Chicago, Illinois, May 1973)

EDRS Price MF-$0.75 HC-$1.50

Descriptors—*Achievement Rating, Bias, Educational Diagnosis, *Elementary School Students, *Elementary School Teachers, *Expectation, Intelligence Differences, Perception, *Physical Characteristics, Prediction, Rating Scales, Sex Differences, Student Behavior, Student Evaluation, Teacher Influence

The present study investigated the effects of sex of child, level of attractiveness, and conduct on teacher ratings of academic ability, post high school training, vocation, and leadership potential. A total of 404 male and female classroom and special education (i.e., art, music, physical education) teachers in grades one to six, from a large school system in a metropolitan area, received a Student Progress Report with an attached color photograph of a boy or girl who had been previously rated as low, moderate, or high in physical attractiveness. The personal growth and attitudes section of the Student Progress Report were manipulated so that the conduct of the student was acceptable or unacceptable. A teacher evaluation form which asked the teacher to rate the student on several ability related dimensions accompanied the Student Progress Report. A total of 350 teachers (295 females and 55 males) or about 87 percent completed the evaluation form. The results show that children who are achievement oriented, accepted, cooperative, dependable, and self-controlled are perceived by teachers to be more academically capable and likely to achieve greater vocational success. It would appear that children with good conduct are the "chosen ones" in the elementary school, regardless of their level of physical attractiveness or sex. The prediction by teachers that poor conduct girls would be more intelligent than girls with acceptable conduct suggests that the rather passive, quiet girl is not viewed as possessing the intellectual capacity of one who is perhaps more assertive and less self-controlling. Further, girls who have high achievement motivation take on some characteristics of the male role. (Author/JM)

ED 088 974 UD 014 100

The New York State Annual Evaluation Report for 1968-69 Fiscal Year. Elementary and Secondary Education Act of 1965--Title I.

New York State Education Dept., Albany. Div. of Evaluation.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date 69

Note—172p.

EDRS Price MF-$0.75 HC-$7.80

Descriptors—*Annual Reports, *Disadvantaged Youth, Economically Disadvantaged, Educational Resources, Nonpublic School Aid, Preschool Education, Program Administration, *Program Evaluation, Pupil Personnel Services, Reading Programs, Resource Allocations, *State Surveys

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *New York

In accordance with the legislative requirements of Title I of the Elementary and Secondary Act of 1965, the New York State Education Department continued in its efforts to fulfill its administrative responsibilities relative to the Act in assisting local school districts to establish programs designed to increase the educational achievement of educationally disadvantaged children residing in areas of concentration of families of low income. Of the 3,397,413 children enrolled in public schools, 16.3 percent were Title I participants while 17.5 percent of 872,717 nonpublic school enrollment received Title I services. The New York State Title I grant for local school aid was 113,600,524 dollars of which 66 percent was allocated to New York City, nine percent to Albany, Buffalo, Rochester, Syracuse, and Yonkers, and the remaining 25 percent to the other 702 participating districts. The major emphasis of Title I programs was on the improvement of reading skills (1249 programs) and, secondarily, on the provision of pupil services (554 programs). Other programs emphasized were art, English as a second language, mathematics, preschool education, and speech therapy. The major changes in administrative structure in 1968-69 were the creation of State task forces to reexamine the State's educational goals; and the efforts of the Division of Evaluation to coordinate local, State, and Federal reporting by assisting in the development and implementation of an improved Federal program reporting system. As a result of statistical studies, several interesting facts came to light, e.g., it became obvious that Title I's greatest effect was on the younger child. (Author/JM)

ED 088 975 UD 014 101

Vivo, Paquita, Ed.

The Puerto Ricans: An Annotated Bibliography.

Pub Date 73

Note—299p.

Available from—R. R. Bowker Co., 1180 Avenue of the Americas, New York, N.Y. 10036 ($14.95)

Document Not Available from EDRS.

Descriptors—*American History, *Annotated Bibliographies, Books, Doctoral Theses, Educational Problems, Films, Government Publications, Pamphlets, Periodicals, Political Issues, Politics, *Puerto Rican Culture, Puerto Ricans, Social Problems

Identifiers—*Puerto Rico

The initial selection of titles for this bibliography was based on a survey of library catalogs as well as numerous existing lists and partial bibliographies on Puerto Rico. Careful search led to a bibliography that, although selected, is also retrospective, broad, and balanced. It is retrospective in the sense that the first known published works about Puerto Rico or by Puerto Rican authors were surveyed and included. It is also a broad bibliography, for it includes a diversity of aspects--history, culture, education, music, science, social conditions, and many others. In terms of time, it covers from the pre-Columbian era to contemporary political thought and economic development. It includes, too, the entire spectrum of thinking on Puerto Rican affairs, especially in the political field. Even works with a visible bias are included, for they help the reader to understand the various ideologies at work in the island. The decision regarding inclusion in the bibliography, then was chiefly governed by one condition: whether the work adds to the knowledge of Puerto Rico and the Puerto Ricans. Besides the Library of Congress catalog, the Puerto Rican Collection at the University of Puerto Rico library--which is undoubtedly the most complete collection on the subject of the bibliography--and the collections of the Ateneo Puertorriqueno, the Instituto de Cultura Puertorriquena, the Centro de Investigaciones Historicas of the University of Puerto Rico, and the New York Public Library also were consulted. (Author/JM)

ED 088 976 UD 014 102

Ford, Nick Aaron

Black Studies: Threat or Challenge.

Pub Date 73

Note—217p.; National University Publications Series in American Studies

Available from—Kennikat Press, Inc., Port Washington, New York ($3.95)
Document Not Available from EDRS.
Descriptors—*African American Studies, *College Programs, Courses, Curriculum Development, *Educational Planning, Educational Policy, Inservice Teacher Education, *National Surveys, Negro Colleges, Negro Culture, Negro History, Negro Literature, Program Administration, *Program Evaluation, Workshops

The aim of this book is to present a professional evaluation of the past history, present practices, and future possibilities of Black Studies in the officially recognized educational programs of American colleges and universities. Although the approach is humanistic rather than scientific, the evaluation is based on personal visits to more than 100 representative campuses for interviews with appropriate administrators, teachers, and students; the study of brochures, catalogs, and other program descriptions; analyses of questionnaires completed by concerned officials in selected institutions. To insure the national representativeness of the study, the 48 mainland states were divided into nine regions on the basis of the optimum degree of homogeneity in racial attitudes and educational philosophy. In each region a reasonable number of the most representative institutions were selected, with a balance between private and public, small and large, and in the southern and border regions between predominantly white and predominantly black. Although this study is concerned primarily with Black Studies in colleges and universities, it reflects indirectly, and to a lesser degree, attitudes and practices in elementary and secondary schools, since administrators and teachers are trained in these higher institutions for leadership in the lower schools. It can be fairly assumed that interest in and concern for Black Studies on the elementary and secondary level can be no greater than, and in all probability not as great as, such manifestations at the higher levels. (Author/JM)

ED 088 977 UD 014 103
Kantrowitz, Nathan
Ethnic and Racial Segregation in the New York Metropolis: Residential Patterns Among White Ethnic Groups, Blacks, and Puerto Ricans. Praeger Special Studies in U.S. Economic, Social and Political Issues Series.
Pub Date 73
Note—104p.
Available from—Praeger Publishers, Inc., 111 Fourth Avenue, New York, N. Y. 10003 ($12.50)
Document Not Available from EDRS.
Descriptors—Caucasians, Census Figures, *City Demography, Community Surveys, *Ethnic Groups, Negroes, Neighborhood Integration, Puerto Ricans, Racial Integration, *Racial Segregation, *Residential Patterns, Social Integration, Statistical Analysis, Urban Population
Identifiers—*New York City

This book originated with a concern for a crucial issue in planning; namely, what is the possibility of creating social policies to modify existing patterns of segregation in order to achieve social justice (however defined) in such institutions as housing or schools. Consequently, although this is an academic, ecological analysis of residential segregation as reflected in demographic statistics, the larger social issue helped shape the specific questions raised in the text, e.g.: Is ethnic separatism--such as Italian Catholic from Irish Catholic--still a viable force? What is its relevance, if any, to the segregation of blacks and Puerto Ricans? (Ethnic groups will usually mean European immigrants and their children, although on occasion Puerto Ricans will be treated as another white ethnicity.) How do social class difference (family income or educational attainment statistics) affect racial and ethnic segregation? If one wishes to create planned change, what are the existing processes that create segregation patterns now and that have to be manipulated? The data and methods used here are limited to ethnic (foreign-stock and Puerto Rican) and racial (black) segregation index numbers, calculated from the census-tract statistics of the 1960 New York-Northeastern New Jersey Consolidated Statistical Area. So that a conclusion may be reached with this limited amount of original evidence, several parts of the author's and others' findings are synthesized. The New York Standard Metropolitan Statistical Area of 1960 is related to the recent past of other cities. (Author/JM)

ED 088 978 UD 014 104
Naylor, F. D.
Personality and Educational Achievement.
Pub Date Mar 72
Note—162p.
Available from—John Wiley & Sons, Inc., 605 Third Avenue, New York, N.Y. 10016 ($7.95)
Document Not Available from EDRS.
Descriptors—*Academic Achievement, Achievement Tests, Educational Research, High Achievers, Individual Characteristics, *Individual Differences, Intelligence Differences, Low Achievers, *Personality Studies, Personality Theories, *Psychological Characteristics, Psychological Patterns, Psychological Studies, Research Methodology, *Research Reviews (Publications), Statistical Analysis

The principal task of this book was to examine some of the research evidence concerning the relation between personality and school achievement. Its source was the empirical research which bears on this issue rather than the various theories of personality. The reason for this was that the implications of many theories of personality for educational practice are obscure; the apparent plausibility of most theories is not sufficient reason to force educational practices into their framework. The concern was to take those aspects of education and personality which have been subjected to measurement, to see if consistent, orderly and systematic relations are present between personality characteristics and attainment. This has meant that nearly all the studies which have been considered are implicitly or explicitly correlational in design. To that extent they are descriptive studies. Our review showed that the situations to be explained are multiple and complex. The notion of underachievement provides a point of departure for studying the effects of personality characteristics on achievement by calling attention to the fact that individual differences in performance are not totally explained by individual differences in intelligence. It can easily be forgotten, however, that these notions are relative to the prediction of performance from intelligence, which is not and cannot be perfect. To regard such achievers as educational "problems" is to ignore the possibility that other variables may systematically affect performance. (Author/JM)

ED 088 979 UD 014 105
Willie, Charles V. Beker, Jerome
Race Mixing in Public Schools. Praeger Special Studies in U.S. Economic, Social, and Political Issues Series.
Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.; Office of Education (DHEW), Washington, D.C.
Pub Date 73
Grant—OEG-5-10-117
Note—97p.
Available from—Praeger Publishers, Inc., 111 Fourth Avenue, New York, N.Y. 10003 ($10.00)
Document Not Available from EDRS.
Descriptors—Educational Environment, Elementary Schools, Integration Effects, Integration Methods, Junior High Schools, Peer Acceptance, *Racial Integration, *School Integration, *Social Adjustment, *Social Integration, Socioeconomic Status, *Student Adjustment, Teacher Influence, Transfer Programs, Urban Schools

This book examines the effects of neighborhood location, the educational context of the school, and such family characteristics as race and socioeconomic status upon the social adjustment of children who are part of a program deliberately designed to achieve greater racial integration. The study reported here was done in a northern city that illustrated in four of its schools--two elementary and two junior high schools--many of the integration problems facing the entire nation. Trained observers were placed directly in the classrooms. Some observers stayed in the one school for the entire year, recording the reactions of students, teachers, parents, and principals. Their findings are often quoted verbatim in several chapters of this book. The final two chapters recapitulate the findings and discuss more specifically the methods used. A number of questions are addressed: what factors facilitate or hinder integration? Could specific episodes of acceptance and rejection be observed and recorded? What was the general climate of these schools? What was the relative contribution of administrators, teachers, and students to the integration process? How could we explore adequately the contect of social interaction in the classroom, playground, lunchroom, or gymnasium? To what extent was the school influenced by community groups? And of particular interest was the association, if any existed, between the integration or assimilation of students and their race and social class. (Author/JM)

ED 088 980 UD 014 106
Husen, Torsten
Implications of IEA Findings for the Philosophy of Comprehensive Education.
Report No—IEA-HAR-2
Pub Date Nov 73
Note—39p.; Paper presented at the Conference on Educational Achievement, Harvard Univ., Cambridge, Mass., November 1973
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*Academic Achievement, *Comprehensive High Schools, Comprehensive Programs, *Cross Cultural Studies, *Educational Philosophy, Educational Policy, Educational Research, *International Education, International Programs, Mathematics Education, Research Utilization, School Holding Power, School Systems, Science Education, Student Attitudes

The comprehensive-versus-selective school issue is primarily a socio-politico-economic rather than pedagogic problem. The International Project for the Evaluation of Educational Achievement (IEA) had as its primary objective to relate certain social, economic and pedagogic characteristics of the different systems to the outcomes of instruction in terms of student achievement and attitudes. We limit ourselves here to problems related to the different systems and focus on the problem given in the slogan "Does more mean worse?" The IEA mathematics survey comprised of 12 countries and random samples of about 133,000 pupils from 5,450 schools. Four target populations at the 13 year and pre-university level were sampled and tested in all the countries. The Science survey comprised of 258,000 students from 9,700 schools in 19 countries. The students were sampled by random from four large populations. (1) Students aged 10:0-10:11, when they, in all countries, still were taught by one teacher in a self-contained classroom. (2) Students aged 14:0-14:11. (3) Students in the last grade of the compulsory school. (4) Students in the grade from which transfer to the university occurs. The mathematics investigations revealed a sharply fluctuating average level between countries among students in the senior, pre-university class. However, these comparisons of arithmetic means were not especially interesting unless allowance was also made for variations between countries in their recruitment bases or "retentivity." If that was done and equal proportions of cohorts were compared, the variations turned out to be considerably less on an average. (Author/JM)

ED 088 981 UD 014 107
Thorndike, Robert L.
The Relation of School Achievement to Differences in the Backgrounds of Children.
Report No—IEA-HAR-3
Pub Date Nov 73
Note—17p.; Paper presented at the Conference on Educational Achievement, Harvard Univ., Cambridge, Mass., November 1973
EDRS Price MF-$0.75 HC-$1.50
Descriptors—*Academic Achievement, Achievement Tests, *Cross Cultural Studies, *Family Background, Family Influence, Individual Differences, *International Education, Mathematics Education, Predictive Ability (Testing), Predictive Measurement, *School Systems, Science Education, Statistical Analysis, Surveys

If any one fact has emerged consistently in the International Project for the Evaluation of Educational Achievement (IEA) studies of educational achievements, it is that achievement is related to a variety of factors in the home background of children. This is true so far as differences in the achievements of single students within a country are concerned. It is also true so far as mean score for different countries is concerned. Several questions can be posed with respect to these relationships. Firstly, how substantial are the relationships, both within and between countries? Are they merely "statistically significant," or are they of a size that has "practical significance?"

Secondly, how stable are the relationships from subject matter to subject matter and from country to country? Are the factors that receive most weight as predictors of reading the same as the ones that receive most weight for prediction of science or of literature? Are the factors that are most predictive in the U.S.A. also most predictive in England or Iran or Chile? If not, what reasonable explanation can be offered for the differences? Thirdly, are the facts that are most predictive of individual differences also the ones that are most predictive of national differences? If not, why not? In spite of the modest correlations that we obtained for background variables, these seemed to be much more effective predictors than any of the items that described the school as an educational unit. [Reproduced from the best available copy.] (Author/JM)

ED 088 982 UD 014 108

Coleman, James S.

Effects of School on Learning: The IEA Findings.

Report No—IEA-HAR-4

Pub Date Nov 73

Note—47p.; Paper presented at the Conference on Educational Achievement, Harvard Univ., Cambridge, Mass., November 1973

EDRS Price MF-$0.75 HC-$1.85

Descriptors—*Academic Achievement, *Cross Cultural Studies, Demography, Elementary School Students, Family Characteristics, *Family Influence, International Education, Multiple Regression Analysis, *Research Methodology, *School Conditions, School Demography, School Statistics, Secondary School Students, Statistical Analysis, Student Characteristics

This paper investigates the effects of school on learning as exhibited in this research. In all three studies, there were regressional analyses carried out in which the total variation to be accounted for was that between school averages, and regression analyses in which the total variation to be accounted for was the full variation between individual students. In examining overall effects of school variables, the between-student analysis should be used even though it includes a lot of variance due to individual differences within schools. It appears better to recognize that school variables can account only for that fraction of the total variance that lies between schools, and to use the between-student analysis for the study of effects of school variables. In the use of the between-student analysis, six countries are focused on which engaged in testing in literature, reading, and science: Chile, England, Finland, Italy, Sweden, and the United States. In addition, the analysis is confined to the 10 and 14 year-olds. Several general results are useful to state. For all three subjects, the total effect of home background is considerably greater than the total direct effect of school variables. Comparisons between ages 10 and 14 show a slightly higher total direct effect of schools at age 14 than at age 10 but a smaller proportion of it independent of home background. The data show fairly conclusively that reading achievement is more fully an outgrowth of home influences than are either of the two subjects, less a function of what takes place at school. (Author/JM)

ED 088 983 UD 014 112

Roe, Daphne A. Eickwort, Kathleen R.

Health and Nutritional Status of Working and Non-Working Mothers in Poverty Groups.

Cornell Univ., Ithaca, N.Y. Graduate School of Nutrition.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date 73

Note—277p.

Available from—National Technical Information Service, Springfield, Va. (No charge)

EDRS Price MF-$0.75 HC-$13.80

Descriptors—Economically Disadvantaged, Employment Problems, *Females, *Low Income, *Nutrition, Physical Health, Poverty Research, *Special Health Problems, *State Surveys, Unemployed, Welfare Recipients, Working Parents, Working Women

Identifiers—New York

The aim of this study was to examine the health and nutritional status of low-income women in Upstate New York and to identify problems that interfere with their employment. Questionnaires on health and work, complete medical and employment histories, physical examination, laboratory tests, dental examination and diet recalls were obtained for 469 low-income women, mothers of at least one teen-age child. Among the major findings are the following: The greater the total number of current medical complaints that the women reported, the less likely they were to be employed. Among these complaints neurasthenic symptoms including tiredness, insomnia, headaches and nervousness together were significantly more common among the non-working groups. Physical and mental disabilities, documented by examination, were also associated with unemployment. Obesity was the most common nutritional problem encountered. Unemployment was related to obesity, and the incidence of unemployment rose directly with the degree of fatness. The association between unemployment and obesity could be explained as being due to the coexistence of diseases known to be complications of obesity, such as hypertensive heart disease and diabetes. Variables correlated with current welfare status (welfare dependency) included absence of an employed husband, disabilities arising in early life and the presence of chronic disease. The total number of years a woman had been employed since leaving school was related directly to education and job skills and inversely to the number of children and number of pregnancies. (Author/JM)

ED 088 984 UD 014 113

Moran, Roberto E., Ed.

Proceedings of the Conference on Ecological and Cultural Factors Related to Emotional Disturbances in Puerto Rican Children and Youth, Barranquitas, Puerto Rico, December 8-10, 1971.

Puerto Rico Univ., Rio Piedras. Coll. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Handicapped Children and Youth.

Pub Date Dec 71

Note—161p.

EDRS Price MF-$0.75 HC-$7.80

Descriptors—Community Characteristics, Conference Reports, Conferences, *Cultural Factors, *Curriculum Development, Disadvantaged Youth, Ecological Factors, *Emotionally Disturbed Children, *Environmental Influences, Family Characteristics, Family Influence, Puerto Rican Culture, Puerto Ricans, Social Influences

Identifiers—*Puerto Rico

The Conference on Ecological and Cultural Factors Related to Emotional Disturbance in Puerto Rican Children and Youth was the primary attempt to bring together a group of behavioral scientists, medical doctors, and educators, so that the scientific findings of the former--behavioral and medical scientists--may be used by the latter--educators--in the designing and implementation of a curriculum plan for the education of emotionally disturbed children in Puerto Rico. All participants at the Conference were Puerto Ricans actually engaged in dealing with emotionally disturbed children in Puerto Rico. Contents include the following papers: "Introduction," Roberto E. Moran; "Machismo versus Momism in Puerto Rico," Efrain Sanchez Hidalgo; "The Puerto Rican Child with Emotional Disturbances," Nectar R. de Torregrosa; "The Emotionally Disturbed Child in the Classroom," Alba N. Lebron de Ayala; "Experiences with Emotionally Disturbed Children at the Day Care Center, Psychiatric Hospital, Puerto Rican School of Medicine," Cira V. Romera de Uriarte; "The Puerto Rican Family: Psychological Approach," Antonio Martinez-Monfort; "Social Structure and Child Development," Raul A. Munoz; "The Impact of the Family on the Child's Emotional Development," Estelia Munoz de Lopez de Victoria; "The Puerto Rican Community: Sociological Approach," Juan J. Maunez; "The Impact of Some Factors of the Puerto Rican Community on the Development of Our Children," Guillermo Santiago; and, "Summary of Group Reports," Aida S. Candelas. (Author/JM)

ED 088 985 UD 014 118

Randolph, Helen And Others

The Black Suburbanite and His Schools. An Interim Report on a Study of the Impact of Black Suburbanization on the School System.

Center for Urban Education, New York, N.Y. Educational Research Committee.

Pub Date Oct 70

Note—93p.

EDRS Price MF-$0.75 HC-$4.20

Descriptors—Case Studies, *Demography, *Educational Change, Educational Finance, Educational Quality, Field Studies, Financial Needs, *Negro Youth, School Districts, School Systems, Social Change, *Suburban Schools, Suburban Youth, Suburbs

Identifiers—*New York

The first year of this study addressed such questions as: What effects will the increasing black population have both immediately and developmentally on the suburban school? What has been the response of the suburban school system to the black student? What changes in the educational policy, curriculum, administration and structure are taking place? With what effect? What financial changes are needed for adequate educational support? What has been the changing relationships among the schools and various governmental agencies; county, state and Federal? Can those suburbs with black populations show surrounding suburbs--and the central city--that quality education can continue under the stress of a changing population? Can these suburbs demonstrate new ways of coping with problems on which the city schools have foundered? Can they develop new methods and ideas for educating the young that can be shared widely among educational institutions in the country? The initial aim was to look at several suburban school districts experiencing increases in black population in the New York Metropolitan Area. During the first year, we looked at two communities, the school districts of Roosevelt and Westbury. Both are located in suburban Nassau County, part of the expanding New York metropolis. Open-ended interviews were conducted with people from the community and people from the school system (blacks as well as whites), people who had lived there for a long time, and blacks who had only recently moved in. Special care was taken to include low-income blacks. The interviews ranged from 30 minutes to two hours. (Author/JM)

ED 088 986 UD 014 152

Clifford, Miriam

Relative Potency of Teacher Attitudes Toward Black and Retarded Children.

Pub Date Apr 73

Note—13p.; Paper presented at the Southeastern Psychological Association meeting, New Orleans, La., April 1973

EDRS Price MF-$0.75 HC-$1.50

Descriptors—Academic Achievement, *Caucasian Students, Educable Mentally Handicapped, Minority Group Children, *Negro Students, Racial Differences, Racial Factors, *Rating Scales, *Retarded Children, Self Concept, *Teacher Attitudes

Identifiers—Schaefers Classroom Behavior Inventory

The attitudes of nine teachers in three graded, open classrooms toward their home-base pupils were measured using Schaefer's Classroom Behavior Inventory (CBI). CBI explores teacher perception of the child's behavior in the area of extraversion-introversion, task orientation-distractability, and hostility-considerateness. The total group of 87 white and 54 black 4th, 5th, and 6th grade pupils, including 12 balck Educable Mentally Retarded (EMR) subjects, were significantly different on all three dimensions. Black subjects were seen by their teachers as more introversive, more distractable, and more hostile than were white pupils. Random samples of white and black non-retarded children were matched for number of boys and girls and by grade, with the group of black EMR children. There were no white EMR children in the classes. Significant differences were found among the 12 nob-retarded white, the 12 non-retarded black, and 12 EMR pupils on two of the three dimensions, namely, task orientation-distractability and hostility-considerateness. The differences between black and white, and EMR and white subjects were significant, while those between EMR and black students were not. Teachers described their black non-retarded and their black EMR as similar while seeing their white students as different on the dimensions measured. Race was more potent than intellectual ability in determining teacher attitudes toward their students. (Author/RJ)

ED 088 987 UD 014 153

Kincaid, J. Peter Thomas, Georgelle

Use of the "Peer-Prepared" Method of Producing Dialect Readers for Blacks.

Pub Date Apr 73
Note—41p.; Paper presented at the Southeastern Psychological Association Meeting, New Orleans, La., April 1973; See ED 068 814 for related report
EDRS Price MF-$0.75 HC-$1.85
Descriptors—*Dialect Studies, *Junior High School Students, Negro Dialects, *Negroes, Negro Youth, Nonstandard Dialects, Rating Scales, *Reading Materials, Reading Material Selection, Standard Spoken Usage, *Story Reading, Teenagers
Identifiers—Automated Readability Index, Peer Prepared Method

Two groups of blacks, adults and teenagers, served as the focus of this study. The "peer-prepared" method was used to produce dialect reading material for both groups. Both black teenagers and adults contributed stories by tape recording stories of an informal nature. The stories contributed by the black adults were edited and locally published in a booklet entitled "Big Red and Other Adult Stories." The stories in the booklet were rated by both reading teachers and peers of the group that contributed the stories. Both groups found the stories interesting and authentic. Black students enrolled in a junior high school Educable Mentally Retarded (EMR) class contributed other stories; these were rewritten in Standard English, in addition to the initial Black English version. This production of parallel versions of the same story in Black and Standard English is held to prove valuable in the teaching of reading to beginning reading students who speak black dialect. All of the stories were graded using a readability formula, the Automated Readability Index. [The reading materials booklet entitled "Big Red and Other Adult Stories" is appended to this document.] (Authors/RJ)

Subject Index

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Perception
Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

Accession Number — **ED 013 371**

Abstracts
Abstracts of Instructional Materials in Vocational and Technical Education. Vol. 6, No. 4. ED 087 895
Abstracts of Instructional Materials in Vocational and Technical Education (AIM), Volume 6, Number 2. ED 087 947
Abstracts of Instructional Materials in Vocational and Technical Education (AIM), Volume 6, Number 3. ED 087 948
Abstracts of Research Materials in Vocational and Technical Education (ARM), Volume 6, Number 2. ED 087 949
Abstracts of Research Materials in Vocational and Technical Education (ARM), Volume 6, Number 3. ED 087 950
Design of a Personnel and Training Information System for Educational R&D Personnel. Educational RDD&E Personnel and Training Abstracts. ED 088 860
National Association for Research in Science Teaching 47th Annual meeting, Abstracts of Presented Papers. ED 088 717
Research in Outdoor Education: (Summaries of Doctoral Studies). ED 088 636

Academic Ability
Mental Ability and Higher Educational Attainment in the 20th Century. ED 088 357//

Academic Achievement
The Atlanta Project: How One Large School System Responded to Performance Information. ED 088 195
Cognitive Results Based on Different Ages of Entry to School: A Comparative Study. ED 088 941
A Comparison of Open Space and Traditional Classroom Structures According to Independence Measures in Children, Teachers' Awareness of Children's Personality Variables, and Children's Academic Progress. Final Report. ED 088 180
Comparison Of Student Performance And Attitude Under Three Lesson-Selection Strategies In Computer-Assisted Instruction. ED 088 466
A Determination of Commonalities of Science Interests Held by Intermediate Grade Children in Inner-City, Suburban and Rural Schools. ED 088 675//
Effects of Ethnicity and Socioeconomic Status on Learning Achievement of Ninth- and Eleventh-Grade Students. ED 088 655
Effects of School on Learning: The IEA Findings. ED 088 982
An Experimental Validation of Seven Programmed Instructional Booklets for a Course on Drugs. ED 088 945
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Predicting the Academic Achievement of Disadvantaged College Bound Students. ED 087 954
The Relation of School Achievement to Differences in the Backgrounds of Children. ED 088 981
Sponsor Evaluation Activities: Formative and Summative. Volume II, Progress Report, Cognitively Oriented Curriculum, Project Follow Through. ED 088 580
Teacher Class-Expectations, Instructional Behaviors, and Pupil Achievement. ED 088 833
Teachers and Behavioral Objectives. ED 088 849

Academic Education
Guidelines for Increasing Academic Efficiency at the State Colleges and Universities as Approved by the Board of Regents, State of Kansas. ED 088 322

Academic Failure
A Longitudinal Study of the Effect of an Academic Support Program on Former College Failures. ED 087 959

Academic Freedom
Agreement Between the Board of Trustees of State Colleges and the Boston State College Faculty Federation, American Federation of Teachers Local 1943, AFL-CIO (April 3, 1972). ED 088 311
Intellectual Freedom: A Bibliography. ED 088 098
Intellectual Freedom Committee Update: ED 088 097

Academic Rank (Professional)
Graduating Senior Ratings Relationship to Colleague Rating, Student Rating, Research Productivity and Academic Rank in Rating Instructional Effectiveness. Research Report No. 352. ED 088 320

Accountability
Social-Learning-Systems Approach of Accountability for Counseling. ED 087 961

Acculturation
Federal and State Roles in the Education of Indians: The California Experience, 1850-1934. ED 088 617
Stable Rules: Science and Social Transmission. Studies in the Learning Sciences. ED 088 777
Understanding Culture: Guidelines and Techniques for Training. Trends, Volume 3, Number 2. ED 088 788

Achievement
Attributional Analysis of Achievement Motivation: Some Applications to Education. ED 087 976
Is "School Achievement" Enhanced by Teaching Children Operational Concepts? ED 088 603
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Extent of Psychological Differentiation as Related to Achievement in Science and Attitude Toward Science.
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Relationships among Piagetian, IQ, and Achievement Assessments.
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Understanding "Fan-Spread" in Achievement Measures.
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Acoustical Measurements of Selected Intonation Contours of French.
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Action Programs (Community)
Planning for Effective Community School Relations: A Manual of Procedures.
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Bright Eyes. The Story of Susette La Flesche, an Omaha Indian.
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Resident Education Evaluation (Project ANNA).
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A Guide to Computer Simulations of Three Adaptive Instructional Models for the Advanced Instructional System Phases II and III. Final Report.
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Adjustment (to Environment)
The Application of a Residential Treatment Evaluation Model.
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The Relationship Between Child and Teacher Evaluations of Self Esteem and Adjustment in Fourth and Sixth Grade Children.
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Alaskan Native High School Dropouts: A Report Prepared for Project ANNA.
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Automated Information Management In Public Administration; Present Developments and Impacts. Part I; Conclusions by the Data Bank Panel. Part II; Automated Information Management in Public Administration; Present Developments and Impact (by Klaus Lenk).
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Draft Model Law on Archives: Description and Text.
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Issues Related to the Transfer of the R&D Center and Educational Laboratory Programs to the National Institute of Education.
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The Administrative Experiment: A Special Case of Field Testing or Evaluation.
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The Administration of the Performing Arts in Higher Education: The Relation of Organizational Structure to Program Goals.
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A Management Review and Analysis of Purdue University Libraries and Audio-Visual Center.
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National Institute of Education: Organizational and Managerial Alternatives. A Working Note.
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Summary of Responses to the Preliminary NIE Plan.
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Administrative Personnel
The Administrative Experiment: A Special Case of Field Testing or Evaluation.
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Employment Contracts for Secondary School Administrators. Report on Educational Practice, Number Two.
ED 088 139
Leaders Live with Crises. Fastback Series, No. 34.
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The School Administrator--An Efficient Businessman.
ED 088 204//

Administrative Policy
Administrative Management in NIE. A Report.
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Administrative Principles
The School Administrator--An Efficient Businessman.
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Administrative Problems
Issues Related to the Transfer of the R&D Center and Educational Laboratory Programs to the National Institute of Education.
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The New Depression in Higher Education-Two Years Later.
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Administrator Characteristics
Leadership and Ambiguity: The American College President.
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Role Conflict Resolution Behavior of Kansas Public High School Principals.
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Administrator Education
Compilation of Competency Statements for School Administrators as Derived from Literature. Research Report No. 1.
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Preparing Educational Leaders: New Challenges and New Perspectives. Fastback Series, No. 36.
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A Study of Professors of Educational Administration: Problems and Prospects of an Applied Academic Field.
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Administrator Evaluation
Appraising Managerial Performance for Salary Purposes.
ED 088 236
Compilation of Competency Statements for School Administrators as Derived from Literature. Research Report No. 1.
ED 088 839
Staff Evaluation, Sacramento City College, 1973.
ED 088 543

Administrator Guides
Emergency Planning for Oregon Schools.
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Humaneness. . .Essential for Successful Management.
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Program Budgeting for School Districts. Supplement to Handbook 3 Budgeting.
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Removing the Incompetent Practitioner.
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Administrator Responsibility
Accountability; Evaluation for Occupational Programs.
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Leaders Live with Crises. Fastback Series, No. 34.
ED 088 208//

Administrator Role
The Administrator and Organizational Renewal.
ED 088 214
Annual Report: Dept. of Audiology and Education of the Deaf, University of Manchester, Volume 4, 1973.
ED 088 268
Compilation of Competency Statements for School Administrators as Derived from Literature. Research Report No. 1.
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Administrator Selection
Selecting Academic Administrators: The Search Committee.
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Admission Criteria
Academic Standards for Admission to Programs Preparing Teachers of Low-Income Students.
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Adolescent Literature
American Children's Literature: An Historiographical Review.
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Adolescents
Adolescent Suicide: An Investigation of High School Counselors Knowledge and Training.
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Children and Adolescents in the Second Development Decade: Priorities for Planning and Action.
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Adopted Children
A Proposed Foster & Adoptive Family Development Process.
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Adoption
A Proposed Foster & Adoptive Family Development Process.
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Recommendations for the Dissemination and Utilization Program of the National Institute of Education.
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Two Papers on Educational Innovation and Dissemination. 1. Educational Innovation: Substance and Process. 2. "Post-Sputnik" Trends in Educational Dissemination Systems.
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Adult Basic Education
A Cumulative AAEC Bibliography. [Appalachian Adult Education Center.] Special Issue.
ED 087 858
Methods For Human Resource Development.
ED 088 519
Soul City Expanded--An Experimental Demonstration Project for Adult Involvement. Final Report.
ED 087 885

Adult Education
Annual Report, 1972. Department of Adult Education, University of Sydney.
ED 087 894

Adult Education Programs
Methods For Human Resource Development.
ED 088 519

Adult Learning
Evaluation Of A Variety Of Television Lessons Formats For Potential Adult Learners In An Open Learning System.
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Toward a Learning Society: Alternative Channels to Life, Work, and Service.
ED 088 373//

Adults
Emotional Characteristics of Mature Women Students in Education.
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The Newspaper: A Vehicle for Delivery of College Courses.
ED 088 538

Adult Vocational Education
Methods For Human Resource Development.
ED 088 519

Aerospace Technology
Space Among Us. Some Effects of Space Research on Society.
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Aesthetic Education
Curriculum Guide for Art Education in the Senior High School.
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Film: A Student's Guide to Reference Resources.
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Affective Behavior
IPI and the Affective Domain.
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Nonverbal Communication of Affect in Children.
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Affective Domain
An Exploration: Media in the Affective Domain.
ED 088 427

Affective Objectives
Concepts and Elements of Confluent Education (Life Is Possibilities, Not Probabilities). DRICE Monograph No. 3.
ED 088 041

African American Studies
Black Studies: Threat or Challenge.
ED 088 976//
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- RC — Rural Education and Small Schools
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- SP — Teacher Education
- TM — Tests, Measurement, and Evaluation
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NEW THESAURUS TERMS

The following terms have been added to the *Thesaurus of ERIC Descriptors* (5th edition) for the January 1972 through June 1974 issues of Research in Education (RIE):

ACCOUNTABILITY 020
SN Being held responsible, liable, answerable for certain specified results with respect to an activity (over which one has authority).

ADAPTED PHYSICAL EDUCATION 390
SN Adaptation of regular physical education programs for individuals with handicapping conditions.

Adaptive Behavior
USE ADJUSTMENT (TO ENVIRONMENT)

ADMISSIONS COUNSELORS 380

ADOLESCENT LITERATURE 260
SN Any reading material written primarily for, or read widely by, youth of secondary school age.

AEROSPACE EDUCATION 140
UF Aerospace Science Education

AESTHETIC EDUCATION 140
UF Aesthetic Development

AIR INFLATED STRUCTURES 210
SN Air structures (either high-pressure or dual-wall) in which an inflated structural element acts as a column, beam, or arch to support the enclosing membrane.

AIR SUPPORTED STRUCTURES 210
SN Air structures in which the entire enclosed space is maintained at a small pressure differential over ambient atmospheric pressure to support and pretension the membrane (single or reinforced) that serves as the enclosure.

ALCOHOLIC BEVERAGES 250

Alternative Futures
USE FUTURES (OF SOCIETY)

ALTERNATIVE SCHOOLS 470
SN Schools both within and outside the public school system that offer alternatives to traditional educational concepts and practices, e.g., student initiated learning process, inquiry-discovery approach, and shared problem solving and decision making.

ALTRUISM 040
SN Consideration for the welfare of others, sometimes in accordance with an ethical system.

AMERICAN STUDIES 450
SN Studies, usually interdisciplinary in approach, of all or part of the geographic area which includes the continental United States, Canada, the Arctic Archipelago, and Greenland.

ANEMIA 250
UF Iron Deficiency Anemia
Sickle Cell Anemia

ARCHERY 390

ARTIFICIAL LANGUAGES 300
SN Languages created for international communication, e.g., Esperanto and Interlingua.
UF Constructed Languages

ASIAN STUDIES 450
SN Studies, usually interdisciplinary in approach, of such geographic areas as Asiatic U.S.S.R., Bangladesh, Bhutan, Ceylon, China, India, Indonesia, Japan, Korea, Maldive Islands, Mongolia, Nepal, Pakistan, the Philippines, Sikkim, and the Southeast Asian Subcontinent.

BODY LANGUAGE 080

Career Development
USE VOCATIONAL DEVELOPMENT

CASTE 490
SN A closed social stratum based on heredity that determines its members' prestige, occupation, place of residence, and social relationships.

CHANGE STRATEGIES 510
SN Methods used by those who would alter the practice of some organization, institution, or other group to incorporate new knowledge, products, procedures, or values toward improved service or results.

CHEMICAL NOMENCLATURE 400

CHILD ADVOCACY 480
SN Active mobilization of social, economic, and legal resources for the purpose of ensuring the individual child's basic rights and developmental needs (including those related to home, community, and school).

CHILDRENS LITERATURE 260
SN Any reading material written primarily for, or read widely by, children from their early years to adolescence.

COMPENSATION (CONCEPT) 310
SN The recognition that material undergoing a perceptual transformation in one dimension is accompanied by a specific change in another dimension.

CONCEPTUAL TEMPO 420
SN An index of time spent in problem solving sequences used to characterize the reflective/impulsive dimension of cognitive style.

CONFIDENCE TESTING 190
SN A method for discriminating levels of partial knowledge concerning a test item in which the examinee indicates his degree of confidence in his answer choice.

CONSTRUCTION MANAGEMENT 020

CUBANS 380

CUTTING SCORES 190
SN A selected point on a scale which divides individuals earning scores above and below it into two groups for some purpose.
UF Critical Scores

DAILY LIVING SKILLS 010
SN Personal management and social skills which are necessary for adequate functioning on an independent basis.
UF Fundamental Skills (Daily Living)

DECODING (READING) 440
SN Assimilation of meaning from written language by trial and error process of grapho-phonic, semantic, and syntactic analyses.

DELIVERY SYSTEMS 020
SN Organizational and administrative aspects of the provision of services.

DESENSITIZATION 420
SN Planned exposure to anxiety producing stimuli in order to reduce illogical fears.

DIMENSIONAL PREFERENCE 060
SN Cue response to color, form, or size.

Diplomacy
USE FOREIGN RELATIONS

DIPLOMATIC HISTORY 260
SN History of negotiations among nations, including the study of international alliances, treaties, and other agreements.

Diplomatic Policy
USE FOREIGN POLICY

DISARMAMENT 480
UF Arms Control
Multilateral Disarmament
Nuclear Control
Unilateral Disarmament

DISSENT 060
UF Dissensus

DRINKING 250
SN Consumption of alcoholic or other beverages.
UF Social Drinking

DRUG EDUCATION 140
SN Study of the varied aspects of drugs, their source, abuse, chemical composition, and physical, personal and social effects.

Ecosystems
USE ECOLOGY

EDITING 080
SN To make suitable for publication or public presentation by selecting, emending, revising, and compiling.
UF Copyediting

EDITORIALS 050

EDUCATIONAL ANTHROPOLOGY 480
SN Application of anthropological concepts and methods to the study of educational institutions and processes.

EDUCATIONAL ASSESSMENT 180
SN Evaluative process of determining the attainment of educational objectives (nationwide, statewide, or locally) for use in educational planning, development, policy formation, and resource allocations.

EFFICIENCY 180
SN Capacity to produce desired results with a minimum expenditure of energy, time, money, or materials.

ENERGY CONSERVATION 460
SN Preventing loss or waste of energy.

ETHNOCENTRISM 040
SN Habitual disposition to judge foreign peoples or groups by the standards and practices of one's own culture or ethnic group.

EXTERNAL DEGREE PROGRAMS 140
UF Extended University
Open University
University Without Walls

FACILITY PLANNING 210

FAST TRACK SCHEDULING 020
SN A construction management technique in which design and construction process activities are scheduled to overlap rather than scheduled sequentially.

FOUND SPACES 210
SN Spaces which do not resemble traditional school facilities but can easily be converted, e.g., hotels, supermarkets, residences, and enclosed or semi-enclosed outdoor areas adjacent to new or existing facilities.

FULL STATE FUNDING 220

Fundamental Skills (School)
USE BASIC SKILLS

Future Studies
USE FUTURES (OF SOCIETY)

FUTURES (OF SOCIETY) 480
UF Alternative Futures
Future Studies
Futurism
Futuristics
Futurology

Futurism
USE FUTURES (OF SOCIETY)

Futuristics
USE FUTURES (OF SOCIETY)

Futurology
USE FUTURES (OF SOCIETY)

HISTORIOGRAPHY 260
SN Research into and writing of history.

HOMOSEXUALITY 060
UF Lesbianism

HUMANIZATION 490
SN The process of changing the environment (attitudes, structures, relationships) to be more humane and better adapted to human needs.
UF Dehumanization

HYBRID AIR STRUCTURES 210
SN Air structures (either air cushions or frame-stabilized structures) which combine air-inflated or structural elements with each other, or are used in combination with other structural supports.

IDEOGRAPHY 290
SN System of writing using pictures or symbolic characters instead of letters or syllable signs.

Intergovernmental Organizations
USE INTERNATIONAL ORGANIZATIONS

Internation Behavior
USE FOREIGN RELATIONS

INTERNATIONAL CRIMES 060
UF War Crimes

INTERNATIONAL LAW 230
UF International Legal Analysis
International Torts
Law of Nations

International Policy
USE FOREIGN POLICY

International Politics
USE FOREIGN RELATIONS

Iron Deficiency Anemia
USE ANEMIA

ITEM BANKS 520
SN Collection of test items classified according to objectives, subtests, difficulty, grade level, content, etc., which may be used to construct tests tailored to the users' needs.
UF Item Pools

Labor Demand
USE MANPOWER NEEDS

LAND ACQUISITION 020

LAYOUT (PUBLICATIONS) 030
UF Format (Publications)

LEAD POISONING 250

Learning Centers
USE LEARNING LABORATORIES

LIFE STYLE 060
SN Manner of living chosen as a personal response to the social and cultural milieu.

Lifelong Integrated Learning
USE CONTINUOUS LEARNING

LOCUS OF CONTROL 420
SN Personality construct referring to an individual's perception of the locus of events as determined internally by his own behavior vs. fate, luck, or external forces.
UF Internal External Locus of Control.

LUNAR RESEARCH 450
SN Scientific activities designed to provide information about the origin, structure and properties of the moon.
UF Lunar Exploration

MATRICES 340

MECHANICS (PHYSICS) 400
SN The science that deals with the effects of energy and forces on the equilibrium, deformation, or motion of solid, liquid, and gaseous bodies—includes both classical (Newtonian) and modern (atomic-level) mechanics.
UF Classical Mechanics

MERIT PAY 220

MEXICANS 380
SN Citizens of Mexico

MIDDLE EASTERN STUDIES 450
SN Studies, usually interdisciplinary in approach, of all or part of the geographic area which includes Afghanistan, Cyprus, Egypt, Iran, Iraq, Israel, Jordan, Lebanon, Libya, Sudan, Syria, Turkey, and the Arabian peninsula.

Military Policy
USE FOREIGN POLICY

MISCUE ANALYSIS 440
SN Examination and interpretation of observed responses in oral reading which do not match expected responses, as a technique for measuring the learner's control of the reading process.
UF Miscue Taxonomy

MOLECULAR STRUCTURE 220

MONOLINGUALISM 290

MORAL DEVELOPMENT 130
SN Developmental processes in the formation of moral reasoning and judgments.

MULTIDIMENSIONAL SCALING 190
SN A procedure for analyzing distances among a set of points in order to find their coordinates on several underlying dimensions.

NATURE NURTURE CONTROVERSY 130
SN Argument concerning the relative influences of hereditary and environmental factors in determining behavior patterns.
UF Environment Heredity Controversy
Heredity Environment Controversy
Learning Maturation Controversy
Maturation Learning Controversy

NEUROLINGUISTICS 290
SN A branch of linguistic science relating language behavior to the neurological sciences.

NEWS REPORTING 080

NONFORMAL EDUCATION 140
SN Organized education without formal schooling or institutionalization in which knowledge, skills and values are transmitted through relatives, peers, or other community members.

NONPUBLIC SCHOOL AID 220

NONRESERVATION AMERICAN INDIANS 380
SN American Indians living off reservations who remain on the tribal census roll or who maintain their Indian identity.
UF Off Reservation American Indians

NORMALIZATION (HANDICAPPED) 250
SN Use of culturally normative means (patterns and conditions of everyday life) to facilitate adjustment and functioning by the handicapped.

OBSERVATIONAL LEARNING 310
SN Behavioral effect on the learner resulting from the observation of a model.
UF Imitative Learning

OPEN EDUCATION 140
UF Open Schools

ORGANIZATIONAL DEVELOPMENT 020
SN The application of behavioral technology to organizations by attempting to integrate individual needs for growth and development with organizational goals and objectives.

OUTREACH PROGRAMS 410
SN Efforts to increase the availability and utilization of services, especially through direct intervention and interaction with the target population.
UF Community Outreach
Outreach Counseling

PARANOID BEHAVIOR 420
SN Behavior characterized by suspiciousness or delusions of persecution or grandeur.

PARENTHOOD EDUCATION 140
SN Programs designed to help teenage boys and girls prepare for effective parenthood by learning about child development and the role of parents, and by working closely with young children.

PAROCHIAL SCHOOL AID 220

PEACE 480
UF International Peace
World Peace

PEER COUNSELING 090
SN Performance of limited counselor functions, under counselor supervision, by person of approximate age of counselee.

PHONEME GRAPHEME CORRESPONDENCE 290
SN Relationship between speech sound (phoneme) and written symbol (grapheme).
UF Grapheme Phoneme Correspondence

PHYSICIANS ASSISTANTS 380
SN Highly trained nonprofessionals who, under physicians' supervision, perform many health care activities usually carried out by physicians.

PNEUMATIC FORMS 210
SN Structures used as forms for placing concrete, reinforced and/or foam plastic materials.

POLISH AMERICANS 380

POPULATION EDUCATION 140
SN Transmission of knowledge about population processes, population characteristics, the causes of population change and the consequences of that change for the individual and society.

PREGNANT STUDENTS 380

PRIMARY SOURCES 460
SN Original evidence (documents, relics, oral records, etc.) used in historical research.
UF Original Sources

Program Implementation
USE PROGRAM DEVELOPMENT

PROPERTY TAXES 230
UF Ad Valorem Tax

PUBLIC SERVICE OCCUPATIONS 350
SN Employment necessary to accomplish the mission of local, county, state, Federal, or other government, except for military service.

PUNISHMENT 310

PUPPETRY 030
UF Puppets
Puppet Shows

RELOCATABLE FACILITIES 210
UF Nonpermanent Facilities

RESPITE CARE 490
SN Short-term care of the handicapped, in or outside the home, to provide family relief.

REVENUE SHARING 220
SN Practice of returning a percentage of federal tax money to states and localities for locally directed and controlled public service programs—includes functional grants for education and other major purposes (special) as well as unrestricted grants (general).

REVOLUTION 480
SN The attempt to make radical changes to one or more political, social, or technological systems that would be qualitatively different from and destructive to the traditional values, norms, and practices of such systems.

ROLE MODELS 420
SN Individuals (real or theoretical) chosen for emulation in one or a selected few of their roles.

SEMANTIC DIFFERENTIAL 190
SN A method of measuring attitudes and/or values through the use of pairs of bipolar adjectives.

SEX DISCRIMINATION 480
UF Discrimination (Sex)
Sex Bias
Sex Prejudice

SEX ROLE 490
SN Pattern of attitudes and behavior that in any society is deemed appropriate to one sex rather than the other.

SHARED FACILITIES 210
SN Facilities used by two or more distinct groups, institutions, organizations, etc., whether for the same function or for different functions.
UF Joint Occupancy

SI Units
USE METRIC SYSTEM

Sickle Cell Anemia
USE ANEMIA

SOCIAL STRATIFICATION 490

SPACE SCIENCES 400

STATE OF THE ART REVIEWS 320

STRABISMUS 240
SN Lack of coordination of eye muscles so that the two eyes do not focus on the same point.
UF Cross Eyes
Heterophoria
Heterotropia
Walleyes

STUDENT RESPONSIBILITY 040

TEACHER CENTERS 210
SN Interinstitutional centers (school/college/community) offering teacher-oriented professional development programs, at preservice/inservice levels, of educational demonstrations, experimental, and other participatory learning activities.
UF University Training Centers

TEACHER DISCIPLINE 020
SN Discipline of, not by, teachers.

TEACHER DISMISSAL 020

TIMEOUT 420
SN Period of time in which no positive reinforcers are available, e.g., isolation in a small room.

TREATIES 230
SN Negotiated agreements between two or more political authorities.

UPPER DIVISION COLLEGES 470
SN Colleges offering junior, senior, and graduate level courses.

Valence (Language)
USE SYNTAX

VENEREAL DISEASES 250
UF Syphilis
Gonorrhea
Chancroid

VISUAL AIDS 050
UF Visual Equipment
Visual Instrumentation
Visual Materials
Visual Media

VISUAL LITERACY 010
SN A group of competencies which allows a human being to discriminate and interpret the visible action, objects, and/or symbols, natural or man-made, that he encounters in his environment.

VOCATIONAL MATURITY 130
SN Degree of an individual's skill in making decisions concerning his or her vocation at a given life stage.

WAR 480
UF Civil War
Conventional Warfare
Guerilla Warfare
International War
Unconventional Warfare

WASTE DISPOSAL 410
SN Act or process of discarding or throwing away unneeded or excess material including solids, oils, chemicals, and liquids.

WASTES 460
SN Unneeded, discarded or excess material including solids, oils, chemicals, and liquids.
UF Litter
Refuse

WOMENS ATHLETICS 390

WOMENS STUDIES 110
SN An academic discipline that incorporates courses about women either separately or as a field of study.
UF Female Studies

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